

**THE STUDY OF THAI TEENAGER'S PERCEPTION TOWARD SOURCE
CREDIBILITY IN PERSONAL BRAND PERCEPTION AND LANGUAGE
LEARNING INTENTION**



THE STUDY OF THAI TEENAGER'S PERCEPTION TOWARD SOURCE
CREDIBILITY IN PERSONAL BRAND PERCEPTION AND LANGUAGE LEARNING

INTENTION

Victoria Davis



This Independent Study Manuscript Presented to
The Graduate School of Bangkok University
in Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Communication Arts

2020



©2020

Victoria Davis

All Rights Reserved

**This Independent Study has been approved by
the Graduate School
Bangkok University**

Title: A STUDY OF THE INTERPERSONAL COMMUNICATION PATTERNS AMONG
TELECOMMUNICATIONS AND JORNALISM

Author: Miss Victoria Davis

Independent Study Committee:

Advisor

[REDACTED]
(Assoc. Prof. Dr. Pacharaporn Kesaparakorn)

Field Specialist

[REDACTED]
(Asst. Prof. Dr. Suwannee Luckanavanich)

[REDACTED]
(Mr. Virat Rattakorn)

Dean of the Graduate School

January 31, 2020

Davis, V. Master of Arts in Communication Arts, January 2020, Graduate School,
Bangkok University

The Influence of Source Credibility of Celebrity Endorsement (P Way, Thaitanium)
in Hip-Hop songs on the Perception of Personal Brand and their English Language
Learning Intention among Thai Teenagers in Bangkok Metropolitan (135 pp.)

Independent Study Advisor: Assoc. Prof. Pacharaporn Kesaporn, Ph.D.

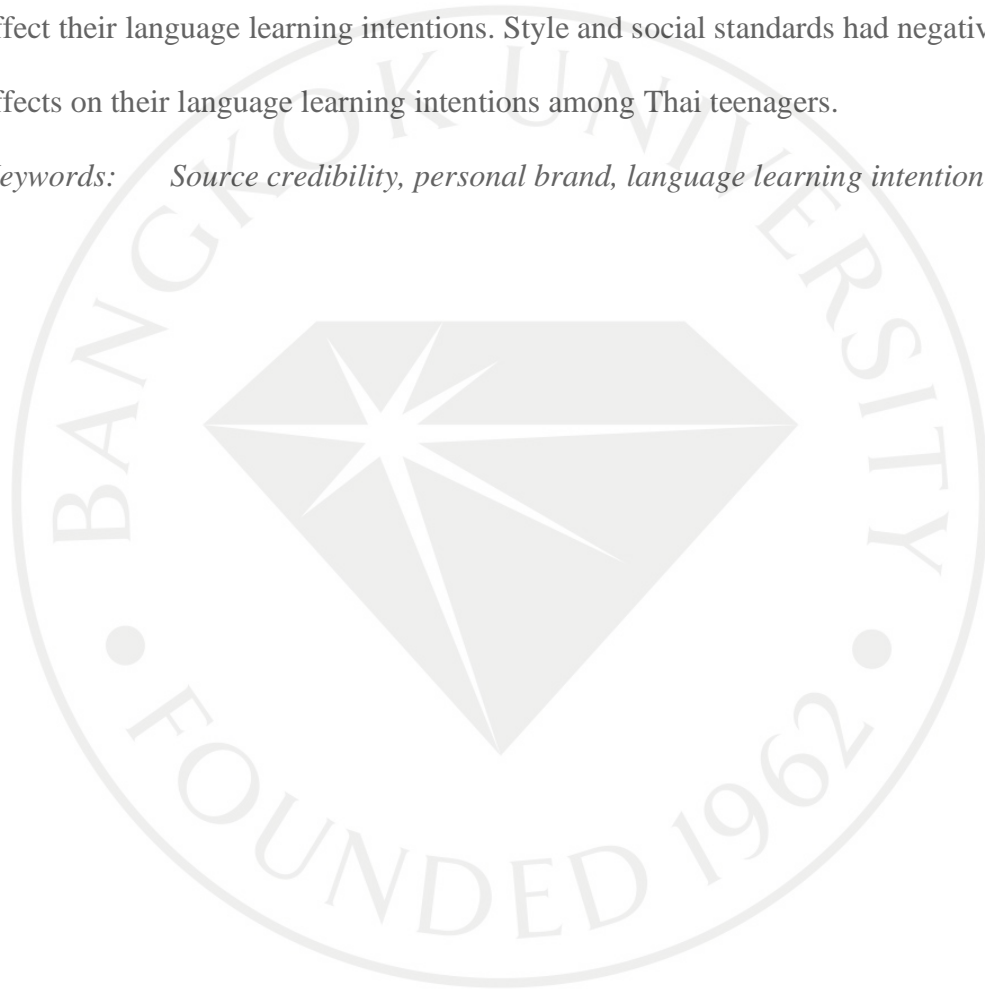
ABSTRACT

The research aimed to study the influence of source credibility of celebrity endorsement of P Way, Thaitanium, a popular Hip-Hop singer, on Thai teenagers' perception of personal brand and English language learning intentions after watching his songs in YouTube. Two hundred participants were selected using purposive sampling and convenience sampling method. The sample were Thai teenagers currently residing in Bangkok Metropolitan, age 18 years old to over 38 years old, and they had experienced watching P Way, Thaitanium's songs in YouTube. Multiple Regression was used to analyze the hypothesis with the statistical significance of 0.05.

The findings revealed that (1) the source credibility of celebrity endorsement significantly influenced his perceived personal brand ($F=8.20^{**}$, $p < 0.05$) among Thai teenagers. (2) The study revealed that all dimensions of source credibility were significant predictors of English language learning intentions ($F=11.735^{**}$, $p < 0.05$). The results found that their perceived attractiveness and trustworthiness had positive effects on their language learning intentions, but expertise had a negative influence on language learning intentions among Thai teenagers. As a result, attractiveness and

trustworthiness affected their language learning intentions. (3) The findings revealed that their perception of personal brand significantly influenced their language learning intentions ($F = 6.954^{**}$, $p < 0.05$). In addition, each dimension of personal brand, including personality, teamwork, character, and value, had significant positive effects on their language learning intentions, but leadership and style did not significantly affect their language learning intentions. Style and social standards had negative effects on their language learning intentions among Thai teenagers.

Keywords: Source credibility, personal brand, language learning intention



ACKNOWLEDGEMENTS

This research study in “The Influence of Source Credibility of Thai Celebrity’s Endorsement in Hip-Hop songs on YouTube Toward Personal Brand Perception and Language Learning Intention: A Case of P Way, Thaitanium” could not be completed without the guidance and direction from Assoc. Prof. Dr. Pacharaporn Kesaparakorn, my Independent Study advisor, during the process of the study. As well as, the instructors of the MCA program who gave me knowledge in the communication field to apply with this research study.

Moreover, I would like to send my sincere gratitude to my family who always supported and encouraged me during the studied in master degree.

Last but not least, I would like to thank my friends: Kewalin, Tanin, Nichyarn, and also my colleagues who always were beside and supported me during the period studied. Without them, this research study would not be able to complete.

Victoria Davis

TABLE OF CONTENTS

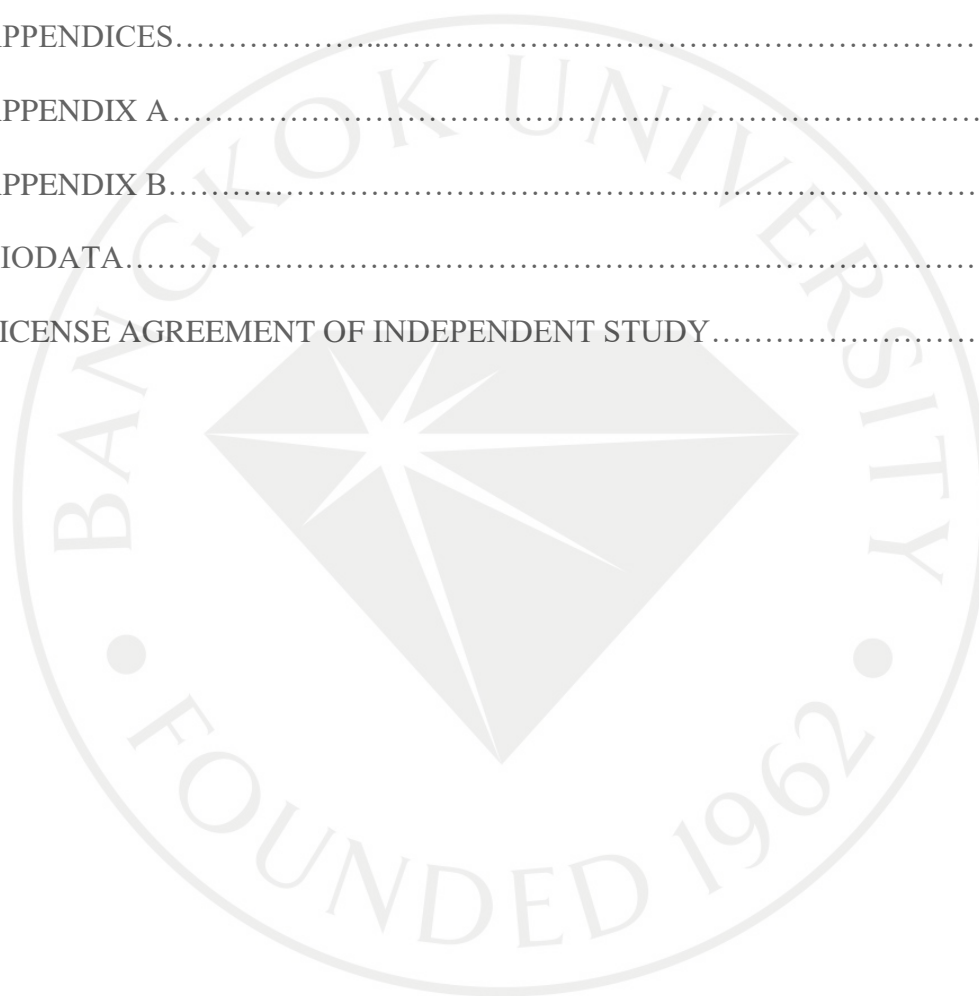
| | Page |
|--|------|
| ABSTRACT..... | iv |
| ACKNOWLEDGMENT..... | vi |
| LIST OF TABLES..... | x |
| LIST OF FIGURES..... | xiii |
| CHAPTER 1: INTRODUCTION..... | 1 |
| 1.1 Rationale and Problem Statement..... | 1 |
| 1.2 Problem Statement..... | 5 |
| 1.3 Objective of study..... | 8 |
| 1.4 Scope of study and Group intention..... | 9 |
| 1.5 Research Question..... | 9 |
| 1.6 Significant of the study..... | 10 |
| 1.7 Definitions and Terms..... | 11 |
| CHPATER 2: LITERATURE REVIEW..... | 16 |
| 2.1 Synthesis of related past studies and knowledge gap..... | 16 |
| 2.2 Related Literature and Previous Studies..... | 18 |
| 2.2.1 Media Exposure..... | 18 |
| 2.2.2 YouTube..... | 20 |
| 2.2.3 Celebrity Endorsement..... | 22 |
| 2.2.4 Source Credibility..... | 25 |
| 2.2.5 Personal Branding in YouTube..... | 28 |
| 2.2.6 Learning Perception..... | 31 |

TABLE OF CONTENTS (Continued)

| | Page |
|--|------|
| 2.3 Related Theories..... | 34 |
| 2.3.1 Language Expectancy Theory..... | 34 |
| 2.3.2 Single-Shot Attitude Change Theory..... | 36 |
| 2.4 Hypothesis..... | 41 |
| 2.5 Theoretical Framework..... | 42 |
| CHAPTER 3: METHODOLOGY..... | 43 |
| 3.1 Research Design..... | 43 |
| 3.2 Population and Sample Selection..... | 44 |
| 3.3 Research Instrument..... | 44 |
| 3.4 Instrument Pretest..... | 49 |
| 3.5 Data Collection Procedure..... | 50 |
| 3.6 Data Analysis..... | 51 |
| 3.7 Summary of Demographic Data..... | 52 |
| CHAPTER 4: FINDINGS..... | 57 |
| 4.1 Summary of Descriptive Findings..... | 57 |
| 4.2 Summary of Hypothesis Testing..... | 65 |
| 4.3 Conclusion..... | 73 |
| CHAPTER 5: DISCUSSION..... | 75 |
| 5.1 Summary and Discussion of Descriptive Finding..... | 75 |
| 5.2 Summary and Discussion of Hypothesis Testing..... | 79 |
| 5.3 Recommendation for Future Research..... | 88 |
| 5.4 Recommendation for Future Application..... | 88 |

TABLE OF CONTENTS (Continued)

| | Page |
|---|------|
| CHAPTER 5: DISCUSSION (Continued) | |
| 5.5 Limitations of the Study..... | 90 |
| BIBLIOGRAPHY..... | 91 |
| APPENDICES..... | 108 |
| APPENDIX A..... | 109 |
| APPENDIX B..... | 116 |
| BIODATA..... | 122 |
| LICENSE AGREEMENT OF INDEPENDENT STUDY..... | 123 |



LIST OF TABLES

| | Page |
|--|------|
| Table 3.1: The interpretation and meaning of the Likert scale..... | 49 |
| Table 3.2: The reliability of instrument..... | 50 |
| Table 3.3: The frequency and percentage of the participants in gender..... | 53 |
| Table 3.4: The frequency and percentage of the participants in age..... | 53 |
| Table 3.5: The frequency and percentage of the participants in education level..... | 54 |
| Table 3.6: The frequency and percentage of the participants in occupation..... | 54 |
| Table 3.7: The frequency and percentage of the participants in income..... | 55 |
| Table 3.8: The frequency and percentage of the participants in time spent on YouTube..... | 55 |
| Table 3.9: The frequency and percentage of the participants in the use of YouTube to follow Thai celebrities..... | 56 |
| Table 4.1: Criteria for analyzing participants' feeling toward the celebrity Endorsement..... | 58 |
| Table 4.1.1: Criteria for analyzing the degree of participants' feelings toward the celebrity endorsement..... | 58 |
| Table 4.2: Criteria for analyzing the participants' feelings toward the personal brand..... | 58 |
| Table 4.2.1: Criteria for analyzing the degree of participants' feeling toward..... | 59 |
| Table 4.3: Criteria for analyzing the participants' feeling toward learning intention..... | 59 |
| Table 4.3.1: Criteria for analyzing the degree of participants' feelings toward learning intention..... | 59 |

LIST OF TABLES (Continued)

| | Page |
|--|------|
| Table 4.4: Mean and standard deviation of the source credibility of Thai celebrity (P-Way, Thaitanium) endorsements in Hip-Hop songs Through YouTube..... | 60 |
| Table 4.4 (Continued): Mean and standard deviation of the source credibility of Thai celebrity (P-Way, Thaitanium) endorsements in Hip-Hop songs Through YouTube | 61 |
| Table 4.5: Mean and standard deviation of customers' perception in personal brand of the celebrity endorsement of (P-Way, Thaitanium)..... | 62 |
| Table 4.5 (Continued): Mean and standard deviation of customers' perception in personal brand of the celebrity endorsement of (P-Way, Thaitanium).... | 63 |
| Table 4.5 (Continued): Mean and standard deviation of customers' perception in personal brand of the celebrity endorsement of (P-Way, Thaitanium).... | 64 |
| Table 4.6: Mean and standard deviation of audiences' perception in language learning intentions with Hip-Hop songs through YouTube featured by Thai celebrity (P-Way, Thaitanium)..... | 65 |
| Table 4.7: Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants..... | 66 |
| Table 4.7 (Continued): Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants..... | 67 |

| | |
|--|----|
| Table 4.7 (Continued): Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants..... | 68 |
| Table 4.8: The Multiple Regression analysis of the impact of source credibility of Thai celebrity endorsements in Hop-Hop songs through YouTube towards language learning intention from code ending and code-switching..... | 69 |
| Table 4.8 (Continued): The Multiple Regression analysis of the impact of source credibility of Thai celebrity endorsements in Hop-Hop songs through YouTube towards language learning intention from code ending and code-switching..... | 70 |
| Table 4.9: The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs..... | 71 |
| Table 4.9 (Continued): The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs..... | 72 |
| Table 4.9 (Continued): The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs..... | 73 |

TABLE OF FIGURES

| | Page |
|--|------|
| Figure 1: Cognitive Theory of Multimedia Learning..... | 21 |
| Figure 2: Theoretical Framework..... | 42 |



CHAPTER 1

INTRODUCTION

Rationale and Problem Statement

Music is universal to every living person on this planet. It evokes many different feelings, emotions, inspiration and perception. In this research, the researcher will examine the impact of Hip-Hop songs in YouTube and the perception of learning the English language among Thai teenagers. Hip hop music is an art form, which provides emcees to vocalize their rhymes and speech with a wide range of music to assist in the back ground. Hip Hop consists of 4 elements, The Disc Jockey, The Emcee, The Break Dancer and The Graffiti artist. It started in the early 1970's in New York City. The emcee rapped and rhymed about their environment and surrounding circumstances. This included social, cultural, economic and political issues through speech. The author of "Black Noise" explained early hip hop music, African American urban culture, politics, the Black working class and the influence it had on the hip hop culture (Rose, 1994). Rappers played an influential role within the youth that could relate to their rhymes; as a result, a new culture was formed. Identity was personified through the importance of language. Rose noted that language is a prestige and represented the identity of each person. It could also represent social status, class, ethnicity, gender, and other factors. This art form has become a wide spread global and cultural phenomenon. It has grown in popularity in main stream culture to this present day.

Through time, Hip Hop's cultural influence and artistic expression inspired the youth globally even with a language barrier to non-English speaking fans. Lyrical

content and visual artistic expression lead to supporters embracing this culture of Hip-Hop all over the world.

The creation of authenticity in Hip Hop National Language culture by Hip Hop Nation (2011) emerged in lower income African American and Latino ghettos on the streets of the South Bronx in New York City. Today there are many Hip Hop fans all over the world. Even with the difference in language used by English-speaking Hip-Hop artists, their speech influenced and identified with not only the South Bronx, New York, but the Hip Hop community all over the world.

The past research of Rose (1994) on “Black Noise” highlighted Rap music and Black culture in America. Rose focused on cultural, political and the lifestyle of the Black Working class, while examining the impact on the youth culture. Rapping through Hip-Hop songs motivated and inspired the youth and led to some response according to the rhymes. The researcher conducted a study into the Hip-Hop Nation Language (HHNL) to examine the influences of the Hip-Hop culture (Mataruga, 2011). The research also mentioned the importance of language in hip hop. She noted that language is prestige, it represented the identity of each person. It signified social status, class, ethnicity, gender or other factors. HHNL is important for Hip-Hop principles as it represents the uniqueness of a people with the same interest. The creation of authenticity in HHNL culture emerged in lower income African American ghettos in New York City. With many Hip-Hop fans all over the world, the differences in the language usage emerged, but Hip-hop artists are performing with their speech in order to represent a part of the Hip-Hop community (Alim, 2006).

Lyrics and images had been interpreted in many ways either positive or negative. Teenagers used the platforms in their daily life, with a world-wide variety

of digital content. It signifies that teenagers can be both producers and consumers in art and cultural content (Atl, 2018). Sawatkamton (2006) conducted research that focused on the language identity for Thai teenagers who consumed Hip-Hop music content and the identities of Thai Hip-Hop fans. She found that there are 6 kinds of identities that represent Hip-Hop characteristics, based on their gender, age, education, dress code, Hip-Hop acts, and language. Alim stated that HHNL is characterized by ten tenets, as follows:

1. The first tenet being that HHNL belongs to African American English (AAE) groups.
2. It is one of the languages used by African Americans.
3. HHNL is spoken by various ethnic groups in and out of the USA.
4. HHNL is a language with its own grammar, lexicon, and phonology as well as unique communicative styles.
5. HHNL is a synergistic combination of speech, music and literature.
6. HHNL includes attitudes about language and language use.
7. HHNL is central to the identity and the act of envisioning an entity known as the HHNL.
8. There are regional varieties in HHNL.
9. HHNL is central to the life worlds of the members of the HHNL and suitable and functional for all of their communicative needs.
10. HHNL is inextricably linked with the sociopolitical circumstances that engulf the HHN.

As Hip-Hop is spreading all over the world, Thailand has been one of the countries that has been influenced by Hip-Hop culture from overseas. The evolution of Rap Music in Thailand began in 1991 with an artist named “J-Jatrarin” who was contracted with “Grammy Entertainment”. Another influential artist was “Touch Thunder” who was under contract with “RS Promotion”. However, both of these artists were not using traditional hip-hop rhymes and added a pop sound towards their version of hip hop. They only rapped in certain parts of their songs. In 1994, “Raptor” a duo who were under contract with “RS Promotion” combined pop music along with a mixture of rhymes and/or rap in their pop melody. In 1995, “Joey Boy” half Chinese-half Thai signed with “Bakery Music” and rapped in all his songs and albums. He was successful with his music within Thai pop culture. This was the start of rapping in the rhyme era. This was a pivotal moment for Thai hip hop in the music industry and main stream. Underground music was very popular among teenagers in 2001 “Da-jim” gained popularity with impolite and sexual rhymes among teenagers who embraced underground music. (Independent).

Hip-Hop grew and had become part of the Thai teenager’s society. “Thaitanium” was one of the most influential hip hop groups of its time, among Thai teenagers. One of the rappers in Thaitanium “P-Way” grew up overseas in the USA. In 2000, Thaitanium’s first mix tape was recorded in America and was sold in Thailand. The mixtape contained English code-mixing and code-switching in several Hip-Hop songs. Their rhymes were mixed between Thai and English. Rap music became popular over time because of its unique characteristics in the Hip-Hop music industry. In this study, the researcher will focus on the Hip-Hop group “Thaitanium” because of their usage of English code-mixing and code-switching in their Hip-Hop

songs. In this study, the researcher will examine one of the rappers in Thailand named “P-Way”. In this research I will focus on English Code Mixing (CM) and Code Switching (CS) used by this rapper and examine whether it has had a positive or negative impact on the language learning process for Thai teenagers.

Problem Statement

As from the previous researchers, Good, Russo, & Sullivan (2015), examined how effective memorizing text from singing a song could support foreign language learning and recollection of their native text. The findings show that the memorizing of the text help to promote learning a foreign language. The language that rappers use can be influential in society. Songs became popular and lyrics developed trends. This led to the impact of adolescent perception in their learning process of the foreign language through music. The researcher examined the learning process of foreign languages through music and song (Israel, 2013). Her findings revealed that music and song enhanced the teaching and learning process which in turn sparked creativity in academic achievement. English Code Mixing and Code Switching could be negatively affecting the mother tongue language as well (Chairat, 2014).

This research will emphasize on English code-mixing and code-switching in Hip-Hop songs, whether the Thai teenager has a positive learning experience through song and if it enhances their language learning process in the use of celebrity endorsement. Previous research from Chairat explained English code-mixing and code-switching in Thai songs. She found that whoever has knowledge of the English language tends to listen as a listener “liking of the lyrics”. The song is combination of the lyrics and the melody. However, the research will examine whether Thai

teenagers who are listening to Hip-Hop songs would be an effective pedagogical instrument for their English language learning. This research will find the effectiveness of the pedagogical instrument for the learning process of English language with code-mixing and code-switching in Thai Hip-Hop songs.

Impact of Online Application on Teenagers' Lifestyle

Human communication has been enhanced over time with the innovation of technology. From the past until now, humans have created and developed their ways of communication. We started from sending a fire signal to a horse messenger, from letters to telegraph, from telephone to mobile phone and it brought a big change as a way for people to interact, social media (Kamalipour, 2007). In the present day, social media becomes a part of our life and has high impact and influence on society. Social media provides new ways for human interaction. It helps people communicate with each other in many forms and also has a been a huge impact toward people's everyday lifestyle. The researchers mentioned that social media is the combination of two words – social and media, social means the interaction of individuals to the group or community and media represent the medium, channels and platform for human's interaction in the information exchanged (Icha & Edwin, 2016). Previous researchers gave the definition of social media as the online community for human interaction to share their content and also the collaboration of their activities (Guardia & Martinez-Lopez, 2014). The researchers also mentioned that the main objective of social media is to allow the users to connect with others who have similar interests (Boyd & Ellison, 2008). People use social media for different kinds of purposes.

The researchers examined the usage of social media in Thailand (Hootsuite & We Are Social, 2018). The results found that the percentage of social media users by Thais is 74% from the population. The research samplings ranged from a 16 to 64-year-old demographic. The findings displayed an average time of 9 hours per day for internet usage and 4 hours per day on social media. The top 5 social media platforms are as follows: Facebook 75%, YouTube 72%, Line 68%, Facebook Messenger 55%, and Instagram 50% from the population. The research results also show that Thais spend their time on the Internet and social media very frequently. These findings lead to more accessible exposure of Hip-Hop through YouTube. It provides a mandatory digital platform for Thai hip-hop consumers.

Thailand has become more interrelated with the online world, either to interact in one-way communication (e.g. a person who posts content on YouTube), two-ways communication (e.g. the interaction of the comments on YouTube), or more as a corporate interaction. Entertainment showcases have become easier through the use of social media platforms in the online world. Internet usage has been increasing every year because of the convenience of its devices. In this research, I will be emphasizing on the media content through YouTube. These applications are very convenient for everybody around the world and its popularity lead to the cultural connection and/or exchange between countries. Now a days, mobile phones can do many things, the user can record their interest and ideas and immediately upload their footage to YouTube by using the Internet. This application allows us to watch the videos from someone who posted and also you can be the person who posts media content yourself. As their slogan is to “Broadcast Yourself”, YouTube allows us to publish individuals’ videos that were created for many purposes (Gorman, 2009).

Many Hip-Hop artists also post their work on this application because of its convenience and popularity. We can search and view the music video, it provides a rating system for the video. This became the main architecture for YouTube. Views, likes and/or comments could lead to some artists going viral. From the previous research, the results found that listening to Thai song with English code mixing and code switching can increase the ability of learning a language and increase their knowledge (Chairat, 2001).

As Hip-Hop culture grew and became a worldwide phenomenon, the language of the lyrics resulted in code mixing and code switching in the song. The researchers mentioned that English code mixing and code switching was often used in Thai Hip-Hop songs (Onkhao & Tipavasuparat, 2018). This research will examine the investigation of language learning through YouTube with Thai Hip-Hop songs (Thaitanium). The study will examine the recording artist, Prinya Intachai, (P Way) who frequently uses English code mixing and code switching in his songs.

Objectives of study

This study concentrates on the impact and relationship of Hip-Hop songs from YouTube with the objectives of study:

- (1) To examine the influence of source credibility (attractiveness, trustworthiness, and expertise) on the brand reputation of the Thai rappers “Thaitanium”.
- (2) To examine the influence of source credibility (attractiveness, trustworthiness, and expertise) of Thai rappers “Thaitanium” on the

Thai teenager's perception and learning process of the English language.

- (3) To examine the influence of brand reputation of the Thai rapper "Thaitanium" on Thai teenagers' perception of the learning process of the English language.

Study and Group Intention

This study has been restricted to Thai teenagers who love to listen to the Thaitanium Hip-Hop group and their perception of English code-mixing and code-switching in the songs. The research will study both female and males from the age between 18-35 years old and who use YouTube as their medium to emulate Thaitanium English code-ending and code-switching songs. It will concentrate on one rapper of the Thaitanium group, named "P-Way". The research will be a quantitative research to measure the significant level between the independent variable and the dependent variables. The time of this study is approximately 6 months, including data and information analysis.

Research Questions

There are three variables in the study, which are source credibility (trustworthiness, expertise, and attractiveness) of Thai Hip-Hop artists in music videos presented on YouTube. The perception of Thai teenagers toward Thaitanium as a group, and English Code-Mixing and Code-Switching perception in learning language for Thai teenagers. This leads to three research questions to examine is this research.

1. Does source credibility (attractiveness, trustworthiness, and expertise) of “Thaitanium” (Rappers endorsement) in Hip-Hop songs on YouTube influence personal brand reputation of Thaitanium?
2. Does source credibility (attractiveness, trustworthiness, and expertise) of Thai Rapper endorsement (P-Way) in Hip-Hop songs on YouTube effect Thai teenager’s perception of their learning process of the English language?
3. Does the influence of personal brand reputation of the rapper “Thaitanium” influence the Thai teenagers’ perception of the learning process of the English language?

Significance of Study

This research aims to understand the attitude of Thai adolescents through Code Mixing (CM) and Code Switching (CS) phenomena. The findings might be beneficial to whoever is interested in learning English CM and CS in Hip-hop songs. At times, some people use CM and CS in their communication in their interactions. The research will compare the advantages and disadvantages of Thai hip hop fans consumption of English Code mixing and Code Switching in Hip-Hop songs and language learning. The findings may show that English CM and CS in Thai Hip-Hop songs help promote their English vocabulary.

1. It will be significant for Thaitanium to understand the Thai fans attitude toward their brand perception. This research will show the influence of Thaitanium, Thai rappers who use English CM and CS, which leads to popularity and more viewers on YouTube.

2. It will be significant for Thai teenagers who are interested in learning English language through Thaitanium English CM and CS. This research will show the influence of a Thai rapper who uses English Code Mixing and Code Switching, leading to the learning process for Thai teenagers through YouTube.

Definitions and Terms

1. Source credibility refers to effective persuaders' characteristic which included trustworthiness, attractiveness and expertise in their persuasive context (Hovland, Janis & Kelley, 1953).
 - 1.1 Trustworthiness refers to an interpersonal mutual trust and depends on the listener's perception and their opinion of the speakers (Giffin, 1967).
 - 1.2 Attractiveness refers to the communicator's physical appeal and source credibility to persuade, which presents (a) perceived trust, (b) perceived expertise, and (c) fondness of the communicator. Communicators physical attractiveness are pleasing to observe (Patzer, 1983).
 - 1.3 Expertise refers to the knowledge persuasion with expertise approaches to the audiences (Friestad & Wright, 1999).
2. "Celebrity Endorsement" refers to the use of celebrities in marketing communications, in order to support the corporate or brand imagery. This include attractiveness, likeability and trustworthiness (Erdogan,

1999). This study will examine the impact of celebrity endorsement toward language learning and branding.

2.1 Celebrities referred the consideration of the public's credibility and to a well-known attractive personality of the endorsers (Ahmed, Mir, & Farooq, 2012). Celebrity source credibility and their exposure through the media, identified the most appropriate sources for audiences to be endorsed (Bhatt, Jayswal & Patel, 2013).

2.2 Many firms in America using significant number of investments in celebrity endorsers and most celebrities are the rappers. Most major brands are using the rappers as a form of "Street Credibility" (Bennett & Diamond, 2012). Hip-Hop rappers and/or celebrity endorsement advisement has high impact to gain attention from audience (Sutherland, 1993).

2 Brand reputation refers to a relationship of the brand and the consumers in the reputation approach and it increases the profits of the firm (Herbig & Milewicz, 1995). This study will examine the attitude toward the brand reputation.

3 The study will examine language learning process from code mixing and code switching in the song.

4.1 Linguistic bilingualism leads to code mixing (CM) and code switching (CS) in language or speech with our interactions, especially on social media. It is the use of language with its combination of words which use two or more languages in the

conversation. The researcher stated that “CS creates social pragmatic, while CM does not” (Khullar, 2017). She gave an example that CM is the change of the word like in the use of word teacher in Hindi. With its influence of English language, most people use the word “teacher” instead of “adhyapak” in Hindi for their conversations. CS is the change of language during the conversation, sometimes it adds a special effect in dialogue as well. She gave two examples of CS which are “Inter-centential switching” and “Tag code switching”. She explained that one Hindi girl talked to her friend in Hindi and when her boss passed by. She changed her language to English, this is an example of Inter-centential switching. Another example is when the speaker knows the audience and understands that they know both English and Spanish. The speaker uses “Hola” to greet the audience instead of “Hello”. This is the example of “Tag code switching” (Khullar, 2017).

4.2 Rhymes or lyrics that the rappers exposed by using English code-ending and code-switching in Hip-Hop songs. English Code Mixing and Code Switching is a bilingual either using two languages or using codes (Fachriyeh, 2017).

4.3 Rap/hip-hop music and how misogynistic lyrical messages influenced listeners’ attitudes and show that 10 percent of the code categories presented the demand of the language which effected the listeners’ cognitive performance (Cundiff, 2013).

5. YouTube

- 5.1 The impact of selected YouTube video clips, give both teachers and students positive impact on new vocabulary and enhance their learning in the target language (Kabooha & Elyas, 2015).



CHAPTER 2

LITERATURE REVIEW

This chapter describes past studies in media exposure through YouTube, celebrity endorsements, language learning through code ending-code switching and brand perception. It also discusses related theories to develop hypotheses and theoretical framework. This chapter discusses the following sections:

1. Synthesis of Related Past Studies
2. Related literature and previous studies
 - 2.1. Media Exposure
 - 2.2. YouTube
 - 2.3. Celebrity Endorsement
 - 2.4. Source Credibility
 - 2.5. Personal Branding in YouTube
 - 2.5. Language Learning
3. Related Theories
 - 3.1. Language Expectancy Theory
 - 3.2. “Single-Shot” Attitude Change Theory
4. Hypothesis
5. Theoretical Framework

1. Synthesis of related past studies and knowledge gap

This research will indicate the knowledge gap from past studies and its significance of learning language in Thai Hip-Hop songs with the use of English code mixing and code switching. The study will examine the perspective of celebrity endorsements who gain exposure through YouTube with Thai songs and Thai pop songs. This research will measure the outcome from its exposure to Thai Hip-Hop songs.

Previous studies on English code mixing and code switching in Thai songs investigated the perception of Thai people toward English learning (Chairat, 2014). She selected 50 Thai participants, the findings showed that the majority of the middle-aged participants disagree on the positive impact in learning language through the use of English code mixing and code switching. The majority of the adolescent participants believe Thai songs that used English code mixing and code switching are well-informed and represent good taste to the higher social status. The outcome also showed that both the adolescent and middle-aged group agreed that English code mixing and code switching through songs can be an inconvenience when transferring the meaning of the lyrics. Both groups also agreed that the use of English code mixing and code switching in Thai songs may help the listeners to increase their knowledge of the English language.

The past study explored and described the current nature and trend of using English code mixing and code switching in Thai pop songs. Thai pop songs creatively communicate rhetorical and aesthetic effects in songwriting. The findings concluded that English words recorded in the songs were followed by sentences, phrases and clauses. The most frequently used sequence in code mixing and code

switching are nouns followed by verbs and adjectives (Likhitphongsathorn & Sappapan, 2013). Hip-Hop culture influences the audience through the use of music, fashion and language. The lyrics used in Hip-Hop songs are the reflection of the origins of the Hip-Hop artist. Code mixing and code switching are often present in Thai Hip-Hop songs and has become widespread in Thai Hip-Hop lyrics. Previous research studies of the linguistics in Thai Hip-Hop songs concluded that it enhances a greater understanding of Thai-English code mixing. English code mixing and code switching in mainstream gives meaning and expresses an idea and feeling. English and Thai language harmonized as poetry and spread out in pop culture and the mainstream. Musical styles were exposed through the Internet (Onkhao & Tipayasuparat, 2018)

This research found the knowledge gap between the first two researches and the expansion of the third research as mentioned above. The first research investigates the language learning process through Thai songs, with the use of English code mixing and code switching. The findings determined an increase in their knowledge of language learning by listening to Thai songs that use English code mixing and code switching. The second research analyzes Thai Pop songs currently using English code mixing and code switching. This research will examine Thai Hip-Hop songs that used English code mixing and code switching. The third research mentions the English and Thai language are harmonized as poetry in the songs and its effect on Hip-Hop culture on the mainstream. This research will examine the investigation of language learning through YouTube with Thai Hip-Hop songs (Thaitanium). The study will examine the recording artist, Prinya Intachai, (P Way)

who frequently uses English code mixing and code switching in his songs and how his source credibility influences Thai teenagers' process of learning English.

2. Related Literature and Previous Studies

2.1 Media Exposure

Communication technology has altered our everyday behaviors through the use of media. A new learning material for Information and Communication Technologies (ICT) became the most important aspect of everyday life, especially in the educational approach. Foreign language learning and teaching has been developed over time to adapt and recommence to fit within the globalized world. The internet provides us with knowledge without the need to leave your home. We can learn English anywhere at any time (Al-Kamel, 2018). The internet also provides us with an open channel in the language learning process which included an informative and knowledgeable point of view. The researchers (Santosh, Chouthaiwale, Adulkareem, & Al-Kamel, 2018) found the use of ICT in educational aspects as follows:

- ICT helps students' access to digital information
- ICT supports students-centered and self-directed leaning process
- ICT promotes collaborative learning in a long distance-learning environment
- ICT offers opportunities to develop critical thinking skills
- ICT produces a creative learning environment
- ICT improves the quality of teaching and learning

- ICT supports teaching by facilitating access to course content

Past research conducted surveys to measure the use of ICT in the social network, to seek out the audiences' thoughts and opinions (Agosto & Abbas, 2010). Social networks and ICT are fairly common, they are related to the technologies and the educators who use social networks for their source of information. It has improved information in educational services that have been delivered by social networks and target audiences. Modern technology assists in keeping in touch with each other. ICT becomes a helpful tool in teaching and giving information to digital natives. The researcher conducted a case study to explore undergraduate EFL learner's writing problems with the use of ICT, social media or e-learning (Bakeer, 2018). The findings exhibited that the ICTs and social media has had a positive effect on students' achievements in language learning or writing skills. ICT is important in language learning to this present day. Technological innovations help improve communication and those seeking information. New technologies and the evolution of the educational process is the critical link between the rhetoric of information and communications technology (ICT). The radical shift from teaching to learning is accompanied and possibly influenced by the rhetoric connected to the use of information and communications technology (Haugsbakk & Nordkyelle, 2007).

As the significant percentage of the world's population with access to the world wide web increases, the digital platform of social media rises. Businesses use social media as a marketing tool in order to advertise their products and services. Past studies exhibited the significance of the modern library service (Kalita & Baishya, 2014). The results found the modern library supports the future of education

by using social media as a tool for information, data and knowledge. The use of the new dataset showed by researchers analyzed posts and comments on Facebook with code mixing in Bengali, English and Hindi. The researchers did this in order to find the problem of automatic language identification and the usage of code. They concluded that multilingualism often switches between languages, accordingly to their environment as an automatic language through social media. (Berman, Das, Wagner, & Foster, 2010).

2.2 YouTube

The internet website was used as a platform for a new generation of sharing short videos, YouTube has provided a service of video sharing through the Internet since 2005. It has become the most successful and utmost popular website worldwide. Cheng, Dale & Liu (2008). The past study examined YouTube video statistics. They compared traditional streaming videos, ranging from length and access patterns, to their growth trends and active life span. The findings showed that the videos links were generated by uploaders who have strong correlations with their audience, which created opportunities to develop their service directly. The researcher examined YouTube uploads and their effectiveness in music sharing, consumption, creation, on their personal channel (Cayari, 2011). The research data revealed that after Wade, the musician showcased his channel on YouTube his popularity increased and his personal interactions with his fans promoted his musical career.

From the previous study, the researcher observed language material evaluation and design research (Alhamami, 2013). The classroom researched language learning videos (LLVs) through YouTube. The findings focused on five main categories:

video characteristics, attractiveness, clarity, reaction and content. The results found that that the teachers should consider incorporating their own contexts (include visuals) and target audiences toward the use of YouTube LLVs. The study observed the effectiveness of YouTube with pre-test and post-test examination, with the development of vocabulary (Heriyanto, 2018). The study examined two groups, experimental groups who watched YouTube during their reading activities and another control group who was not exposed to YouTube. The outcome showed the groups who viewed the YouTube videos had better performance than those who did not view Youtube vides in the post-test. The study signifies improvements in students' vocabulary through videos in foreign language learning from YouTubes' videos.

Multimedia in Cognitive Theory of Multimedia Learning (CTML) provides both pictures and words. The learners build a meaningful connection between words and pictures which support the way the human brain functions (Kabooha & Elyas, 2015). (See Figure 1)

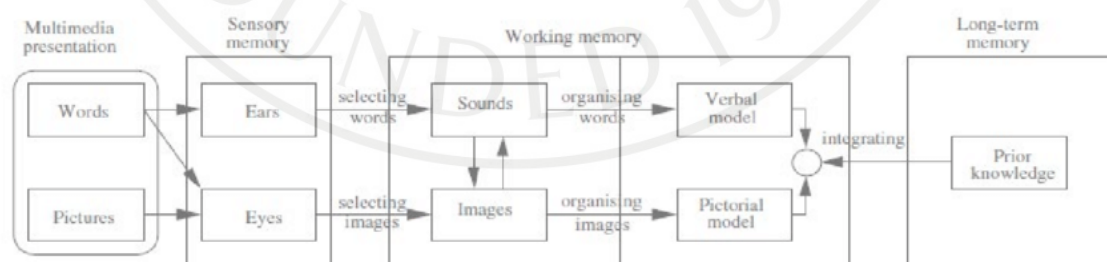


Figure 1: Cognitive Theory of Multimedia Learning

They insisted that YouTube was a valuable tool because of its multidimensional resources in the learning process. This included opportunities of

learning a second language while watching YouTube videos. The discoveries of the research showed that teachers should be encouraged to use technology in their classroom in order to capture the attention of the students in the digital age. Other researchers compared the use of YouTube and the traditional teacher fronted approach in order to examine the improvements of vocabulary (Abidin, Mohammad, Singh, Azman & Souriyavongsa, 2011). Both groups were given a vocabulary test and the use of Pretest and Posttest measurements to determine the outcome. One experimental group adopted songs through YouTube and another control group learned through the traditional fronted teacher approach. The findings found an increase in vocabulary competence through learning with YouTube.

2.3 Celebrity Endorsement

A well-known personality in the public with credibility and attractiveness are considered to be “Celebrities”. Advertisements were using celebrities in their campaign in order to increase an effective believability for their market and maintain its motivation to consume. Celebrity endorsements became one of the most effective marketing tools in advertising. The selection of the celebrity is the most essential aspect, as not all celebrities prove to be successful endorsers. Celebrity’s expertise, trustworthiness and attractiveness are the main ingredients of the endorsers. The mash-up between the product’s attributes and the celebrity’s personality proves to be successful in consumer perspectives, as it provides positive perceptions to the brand. Positive effects of celebrity endorsements can lead to more persuasiveness in the advertising context. In 1989, McCracken gave the definition of ‘Celebrity endorsement’, he mentioned that “Any individual who enjoys public recognition and

who uses this recognition on behalf of a consumer good by appearing with it in an advertisement”. The effectiveness of the message is based on the level of expertise and trustworthiness that the celebrity represented. Expertise can be defined as the communicator to be knowledgeable, skillful and experienced, which leads to brand recall and increased the buying intentions of the consumers. Trustworthiness can be the degree of the communicator which was perceived to be believable, honest and dependable (Ahmed, Mir, & Farooq, 2012).

Celebrities are an essential tool in marketing to consumers. Advertisements invested considerable amounts in Rappers in branding products with “Street Credibility”. In 1985, McGuire correlated the attraction to those within the inner city and to street credible endorsers as they had similar personal history. The past study experimented with two groups in celebrity endorsement with “Street credibility”. The first group were those who had similar urban upbringings (inner city) and those who attached to the endorsers (non-inner-city). The findings found that those who were from the inner city related more to the endorsement personally, while the non-inner-city group perceived the endorsers as a means to entertain themselves (Bennett, D & Diamond, 2012).

Brand imagery in marketing communication used celebrities as a part of their business strategies (Erdogan, 2010). Celebrity endorsement become a pervasive element in advertising and communication management of the organizations (Surana, 2008). The researcher studied the use of celebrity endorsement toward the fashion brand “Mui Mui” (Carroll, 2008). The outcomes found a new approach toward the celebrity campaigns by the use of visual signals rather than the traditional campaigns in written words. Advertisements promoted brand awareness and communications

with visual and verbal storytelling. Branding has been a quality of trust and reliability to consumers in traditional marketing and have an effective outcome of consumers' self-expression, self-realization and self-identity. Celebrity credibility mediated between consumers and brand equity has indirect impact on each other (Spry, Pappu & Cornwell, 2011).

The researchers mentioned that social media allowed people to connect and share content through the Internet (Marwick & Boyd, 2011). Well-known personalities using Twitter are interacting directly to their followers with the use of language and cultural references. This creates a sense of intimacy and public knowledge. The use of celebrities as product endorsers for organizations stimulate the credibility of endorsers. The study found the attributions of the celebrity gained consumer trust (Friedman, Santeramo & Traina, 1978). From the two studies mentioned, the first study had students rate 33 celebrities who were endorsing a product and the second study had the civic group rate 20 celebrities who were not endorsing the product. The findings showed that both studies had a strong relationship between trust and attraction. The source credibility model of celebrity trustworthiness, celebrity expertise and celebrity attractiveness have been captured through three influential approaches. Purchase intentions, branding and connecting people with the advertisement. Negative celebrity information tends to cause harm to advertising campaigns (Amos, Holmes, & Strutton, 2008).

Previous studies show the influence is not positive or negative, but parents need to be aware of the content their kids are viewing on YouTube. The end results state that parents should monitor what is suitable and what is not. YouTube channels upload videos that reflect their actions, language and appearance, influencing the

audience. The young audience are not aware of the influence that YouTubers have on them. Parents are not able to monitor their children's daily interaction while using YouTube (Westenberg, 2016).

The YouTube Celebrity became a social phenomenon and cultural aspect, Smith (2014). YouTubers created a successful personal brand online with appealing content to viewers. The YouTuber celebrity influenced the behavior of the viewers who are active on YouTube. This has become part of their everyday life (Westenberg, 2016). The new-found YouTube celebrity was created, which related to cultural logical formation of cyber fame and influence. New cultural logic of the celebrity was characterized by the staged authenticity, the direct connection with the audience and the cultural preoccupation with self-uniqueness. Social media celebrities maintain, manage and connect the viewers and subscribers with their channels (Hou, 2018).

2.4 Source Credibility

Negative media coverage in a charity project led to the discontentment to the participants' appraisal. Prosocial content in the music the musicians delivered through the media effect prosocial behavior. The significance in the role of understanding the music reception and the meaning for the listener's prosocial behavioral were interacted between familiarity and attentive listeners. Prosocial behavioral indicated familiar songs through prosocial lyrics, this can influence the listeners. The attentive listeners are affected by the emotions and an indirect effect of familiarity in pre-knowledge and positive emotions were found (Ruth, 2018).

Source has been determined on the public pressures or public mood which effected the consumer's choice and reasoning to consume or purchase. Credibility is the cue-based processing of advertising campaign, especially through the media. Iyengen and Valentino stated that "Who Say What: Source credibility as a mediator of campaign advertising". "Who" referred to the sources which related to the variables in the excel expectation of the messages. "What" referred to the message which related to the variables in the action of persuaders. The importance of source credibility depends on source-related which increased a high stimulus (Lupia, McCubbins, & Popkin, 2000).

The past study observed the effectiveness of credibility in persuasive messages, the "Source Credibility" (Pornpitakpan, 2006). The findings displayed effective interaction of "Source Credibility" depending on certain conditions. A high-credible source in the p-communication process is an effective "Source Credibility" on persuasive messages. Higher source credibility in the message aims to persuade the audiences tend to have high-credibility source over a low-credibility. Source, message, channel, receiver and destination are the 5 variables of "Source Credibility" in marketing and/or advertising interactions. Online consumer credibility interacts with online context or word-of-mouth and other recommendations (Cheung, Luo, Sia, & Chen, 2014). Source credibility effects persuasive communication, the researchers proposed the source credibility model in the message that focused on expertise and trustworthiness (Hovland, Janis, & Kelley, 1953). Valid claim of the object or issue that the communicator presented was perceived as an "Expertise". The degree of confidence's that the consumer had from the communicator, was an assertion as "Trustworthiness" from the audiences to the communicators. The third component of

source credibility refers to the “Attractiveness”. The source of the communicator’s familiarity, likability, similarity and overall attractiveness or charming physical features. This depends on the audiences’ perception of the communicator’s (McGuire, 1985). Five items were provided in each dimension: “Expertise” represented experience, knowledge, qualification and skill. “Trustworthiness” represented honesty, dependability, reliability and sincerity. “Attractiveness” represented charm, elegance, beauty, physical appeal and sexiness (Muda, Musa, & Putit, 2010).

Previous researchers measured the intention of the consumers to purchase. The perception of its quality in the products tested stated that celebrity endorser’s expertise, trustworthiness and attractiveness represented high reliability and validity by the audience (Ohanian, 2013). Knowledgeable persuasion of socio-cognitive resources related to the tasks in our everyday life, by acquiring and sharing the persuasion “Expertise” to the audience (Friestad & Wright, 1999). Trustworthiness in an interpersonal confidence in the communication process. It varies depending on the listener’s perception and the majority of listener’s opinion to the speakers.

This perceptual interaction between each other is to achieve the mutual desire (Giffin, 1967). Persuasive communications in the marketing context are presented in the advertisement. The researcher investigated the outcome of the relationships between communicator’s physical attractiveness and source credibility in the marketing framework. The findings showed it is indeed effective when the communicators physical attractiveness is pleasing to observe. Communicators physical attractiveness display (a) perceived trust, (b) perceived expertise, and (c) fondness of the communicator (Patzer, 1983). The researchers compared a highly

trustworthy communicator and an expert (Lui & Standing, 1989). The conclusions showed that trustworthy communicators are more convincing than an expert.

2.5 Personal Branding in YouTube

Brand communication through products and services entails huge competition in this modern-day market. Current communication strategy in advertisement and social media interaction cater to the consumer's satisfaction. Targeted communication aides in the recognition of the brand identity through social networking sites from the focus market (Jothi, Maraimalai, & Prasad, 2011). The link between the brand and the consumers are deeply related to their personal relationship with the brand (Power & Hauge, 2008). The researcher found that cross marketing popular culture would benefit the brand. The positive views of the culture would transfer to brand association and that would affect its culture (Simeon, 2006). In a competitive cultural sphere, successful artists are actively engaged in the development, expansion and promotion of goods, which lead to a higher consumer recognition of the products (Schroeder, 2005). In 1993, Keller developed the term of customer-based brand equity and analyzed it as "the differential effect of brand knowledge on consumer response to the marketing of the brand". The perspective of the purchaser examined that proved it is based on the customer's knowledge, familiarity, and associations with the brand (Washburn & Plank, 2002). Marketers focused to the brand equity and aim for the consumer goods and services with its aim to the consumers who trust and showed their royalty toward the brand. The scale measurement of brand equity based on customer-based had been develop in five dimensions: performance, value, social image, trustworthiness and commitment

(Lassar, Mittal, & Sharma, 1995). Celebrity endorsement with positive images effect the communication process of brand symbolism and consumer relations. Self-needs of the clientele are the motivation to brand association by using poised celebrity endorsement, which represent their self-identities (Mukherjee, 2009). Product placement in music videos influenced the awareness of the product (Roozen & Claeys, 2019). Roozen & Claeys proved that visual product placement was more influential than audio. Developing and expanding a personal brand promoted the product of the business, in order to measure the importance of its potential. Past researchers mentioned the necessity to identify the key dimensions of the personal brand. Seven scale dimensions were mentioned for the personal brand; (1) social standards, (2) style, (3) leadership, (4) personality, (5) values, (6) character and (7) teamwork. Multi-dimensions of the personal brand had unique and reliable scales which aimed to meet the expectations of the audiences. (Chen & Cheng, 2017).

Music is often held under control to financial resources, political agendas or lack of know-how (Brodsky, 2011). Sound, visuals and speech was successful in long-term communication strategies and promoting brand personality. This attracted greater interest of the audiences toward the brand, (Westermann, 2008). Musical artists and their brands appear to promote the consumers' lifestyle through the music they create. Popular songs are not only advantageous to the marketing aspect, it provides the platform for artists to market themselves. The researcher stated that they are three types of lyrical identification in the branding devices mentioned in the research paper (Gloor, 2014). Mentioning specific product brands, geographical places (cities and states) and well-known people (e.g. Youtubers, celebrities, cultural icons, and politicians) are three brand devices in this research. The brand personality

study used the personification metaphor of brands through celebrities, occupations and animals. The research found that the human characteristics associated to the brand. The music focused on the personality of the listeners and the personality of the brand through the songs. It influenced and produced brand knowledge of the lifestyle for the users to purchase. It also helps give a better understanding of the characteristics of brand personality through musician or music-fan that interact with the brand (Navarro & Enrique, 2011). The past research proved that popular musical artists, who were personal brand endorsers were well known to the public (Sylvester, 2018). The findings found the distinctiveness in popular musical artists identities within consumer branding. Suitable music in brand advertising persuaded the purchaser's awareness toward the product or service. The researchers identified the music in advertising influenced the brand endorsers' memories and emotional reaction. The discoveries proved that music in the advertising is likely to connect with fans, which is a result of product placement and music in the advertisement. With the examination on the theory of 'musical fit', music offers different style, tempo, rhythm and lyrics in order to connect with the product and message. This creates a lasting impression on the product and brand impressions (Ibanez, Zander & Hartmann, 2010). The past research examined the gap between the brands and Hip Hop as a marketing tool. The finding proved that both can be captivate and engage with consumer-centric sub-cultural groups (Wilson, 2011). Recently, Hip Hop culture was associated with fashion. The researcher examined cultural and musical characteristics, while focusing on the acceptance of Hip Hop and the fashion industry (Park, 2011). Brand consumption of Generation Y adolescents' group confirmed that their brand consumption was influenced by media and music. Hip hop attire, fashion

sensibility and global influence can help promote and develop brands (Badaoui, Lebrun, & Bouchet, 2012).

2.6 Language Perception

Kennedy examined and provided a song with lyrics to English learning students (Kennedy, 2014). The study focused to help improve their pronunciation, vocabulary, grammar, linguistic competence, confidence, motivation, cultural knowledge, empathy, objectivity and literary awareness. The outcomes showed that literature and multimodal materials help promote cultural background of the target language, along with the comprehensive context, dialect and idioms. Students are likely to absorb more when they were given enjoyable materials. The case study used and analyzed the popular song “Let It Go” from the Disney film Frozen. The study proved the improvements of the first-grade students’ vocabulary, through rap music (Savitri & Rahman, 2016). The findings showed successful improvements in the students’ vocabulary through rap music.

In this day and age people interact via social media (Instagram and Facebook) with different dialects. Through social media, code switching is present within their posts. The past research of Thai students from the University of Muhammadiyah Maland analyzed code-switching in Instagram and Facebook. The findings concluded that the main reason of code switching within Instagram and Facebook was because of the need and intention of clarifying speech and improvement in their learning vocabulary of the English language (Cheha, 2017). The researchers found that a personal learning environment through the use of social media, in both formal and informal learning can promote higher education (Dabbagh & Kitsantas, 2011).

The studied showed that English Code Switching and Code Mixing in Thai social media users who communicated through Facebook is present (Kongkerd, 2015). She claimed that the people using Facebook to communicate are able to use the English language. Those who mostly communicate in English prefer their conversation in Facebook to be in English. Some form of communication become both languages through code switching and code-mixing linguistics. The key reasons for the use of code switching and code mixing on Facebook are expressing politeness, respect, conveying clear meanings, feelings and presenting their identities or group membership.

Non-native local speakers expressed the language differently from Standard English. The researcher stated that humans tend to use linguistic bilingualism in their interaction, when a speaker changes from one language to the listener while communicating to one another (Wardhaugh, 1992). The change must be a single utterance, it can be called “Intra sentential Code Switching”, according to the past study of Thai identity in English users (Bennui, 2017). The results proved that Thai tour guides gain practical skills in their version of the English language. Their perception and Thai identity of English is called ‘Tinglish’ (Thai English) or broken English.

Previous research proved that communication has spread all over the world and the language or speech we use in the communities are rarely monolingual (Khullar, 2017). Linguistic bilingualism is a major cause of Code Mixing (CM) and Code Switching (CS) within communities and social media interaction. CM and CS is the combination of words that use two or more languages. Each of them is used in particular settings and to articulate certain purposes. We tend to speak in a different

demeanor depending on the setting. This is done to change our identity while interacting with others depending on the purpose of speech. In addition to language and culture, she states that one concept which is expressed by one person through language can be missing in another language. She also concluded that “the key differed between Code Mixing (CM) and Code Switching (CS) is that “Code Switching creates social pragmatic, while Code Mixing does not”. Khullar gave us an example of Code Mixing, she suggested that the word teacher in Hindi “*adhyapak*” is barely used because of the influence of the English language; as a result, most people use the word teacher instead of “*adhyapak*” in Code Mixing. Khullar also stated that sometimes people tend to forget words in their own language so they use Code Mixing in their conversations instead. Khullar revealed that Code Switching sometimes adds a “special effect”. Two examples of Code Switching are an “Inter sentential switching” and “Tag code switching”. She explained how one Hindi girl is speaking to her Hindi friend in Hindi and when her boss walks by, she changed her language to English while conversing with her boss. This is example of “Inter sentential switching”. As a speaker who knows the audience, they understood both English and Spanish. The speaker greets the audience with “Hola” instead of “Hello”, this is the example of “Tag code switching”. The study of automatic language shows that multilingualism and/or code-mixing was often used to communicate through Social Media (Barman, Das, Wagner, & Foster, 2014).

The researchers cited the phenomenon of English code mixing and code switching in Thai pop songs. It has been used through various form of communication and also through music and entertainment (Likhithongsathorn & Sappapan, 2013). The researcher detailed the adolescent and middle age

demographic agree that some Thai songs using English code ending and code switching are not appealing (Chairat, 2014). The bilingualism of lyrics in song of this study does cater to this group, but unknowingly enhances their knowledge of learning the English language. The research found that the majority of adolescent participants represented a higher social economic status. Learning through music motivates and inspires the audience (Kao & Oxford, 2014).

3. Related Theories

3.1 Language Expectancy Theory

Language Expectancy Theory (LET) is a model related to communication strategies, behavioral change or a theory of persuasion. The researcher developed the Language Expectancy Theory in the role of expectations in the source, which the message might or might not be persuaded (Brooks, 1970). This depended on the consideration of the change in their attitudes and/or behaviors. It is a persuader's expectation of the change in attitudes and behaviors of the audiences. He mentioned three aspects of stereotypes such as an expectation of society, the cultural and sociological forces that shape its patterns and normative expectations or public figures. Language is a rule-based system that people use accordingly depending certain situations. Individuals develop sociological expectations and preferences of language or message strategy when presented by others with persuasive attempts. Communication behavior is based on psychological and cultural norms of the society. People react to specific language expectations based on how they receive the messages from the persuader, whether it is a positive or negative outcome.

Individuals have expectations when speaking with others. We choose what to say and what not to say.

The researchers mentioned the linguistic choice is significantly successful in convincing the interpreters with the impact of the linguistic strategies (Burgoon, James & Stewart, 1975). It is a cultural and sociological norm in using language or message to succeed in persuasive attempts. Three factors are the communicator, the relationship and context of the situation. The communicator is a personal factor which included credibility, social status, appearance and gender-a significant role of persuasion. The relationship was the interaction between the sender and receiver in the communication process. The use of context in communication should trigger one's emotional status.

In 1989, Burgoon stated that LET effected both positive and negative violations in nature. The differences can be accidental or intentional depending on the situation. Positive violations are (a) when the interaction of the behavior was more favorable than which was expected in the situation, change occurred in the positive interactions and increased the level of persuasion with consideration of socio-cultural norms (b) when negatively assess the sources and more closely than expected to cultural values or situational norms. The result will be overly positive assess of the sources and changes promote the actor. People using appropriate language in given situations. Negative violations were the languages that were not acceptable to other people, the reaction will be a negative manner. When the persuader was using an unacceptable language, there will be no change of attitude and/or behaviors of the audiences. For example, during a formal meeting one man said to another female "this meeting is boring, let's go out". LET is on the debased, she did not expect the

man to say that during a formal meeting. It depends on how the responses will be either positive or negative, based on various factors such as context, appearance and credibility. When the persuader has presented to the audience, they may view it positively or negatively. This depended on the source's attractiveness, reward power and their linguistic choice of words to succeed in their persuasion.

In 1995, Burgoon developed LET to find out how expectations and a host of message variables interacted to persuasion effects. The study provided a set of formulation causes of LET relating the message strategies and attitude and behavior change. Message strategies included verbal aggression such as fear appeal, explicit opinions and language intensity. The first formulation was a traditional passive message presented by the persuader with the desire to change attitudes and behaviors of the target audience. The second formulation was an active participates or "self-persuaded". (The participates held their attitudes closely to their public communication behavioral, as the result of own change in their attitudes and behaviors). The third formulation was how language and expectancy violations operated in tandem. Preferences appeared from cultural values and sociological standards. Expectations are the role of cultural and sociological norms. In 2004, Burgoon and Siegel stated that "People have expectations about what they consider to be normal, acceptable language use in various situations" (Dillard & Pfau, 2002; University of Twente, 2003).

3.2 "Single-Shot" Attitude Change Theory

Hovland/Yale developed scientific studies using elements of communication that were affected by its variables. They examined propaganda firms during the war

period. The emphasis was on the effective persuasion through mass media and its stimulation of fear on the masses which created social phenomenon. The fields of problem-solving, communication, opinion change and social judgment claimed to be an expertise in social communication (Demirdogen, 2010). They published their work in 1953, “Communication and Persuasion: Psychological Studies of Opinion Change” highlighted massive communication and analyzed the persuasion processes. Hovland mentioned that very few people are affected by mass communication. There was a number of well-known overlooked factors, such as the comparison of captive audiences and self-selective audiences. Social science research methodology pointed out that very few people were affected by mass communication.

Hovland/Yale research revealed the characteristics and one’s influence as followed (1) The source of the persuasive communication, (2) the characteristics of the message, (3) the characteristics of the receiver and the context of the message. Attitude was the most important factor to alter behavior. It found that to create change, the source had to create changes in the following stages in the audiences; (1) creating attention, (2) promoting comprehension and understanding by providing knowledge, (3) creating acceptance, (4) promoting retention/memory and (5) promoting action. Those factors are closely related to Aristotle’s theory of persuasion of Rhetoric. Its components consisted of ethos, pathos, and logos. Different stages were the exposure to the message, attention, comprehension, acceptance and retention in the attitude-focus, which effected the communication process. They also focused on the variation of the circumstances of the message environment, such as the nature of the message, communicator’s credibility and the message headed by the receivers.

Persuasive source factors focused on the communicator's characteristics in persuasive communication. Source credibility of communicator included expertise, likeability and similarity with the audiences. (The characteristics of messages are the context that believability consideration by the communicators and its perceived credibility in judgement of the context). High source credibility or good "ethos" increased persuasion credibility and potentially affected the motivation of audiences' attitude change. The persuader must aim to target audiences' attitudes, in order to obtain the desired intention to change the audience's behaviors. The researchers stated that the purpose of "developing scientific propositions which specify the conditions under which the effectiveness of one or another type of persuasive communication is increased or decreased" (Hovland, Janis, & Kelley, 1953). The stimulation or reinforcement that was presented to the audience helped to change their attitude toward the media.

The messages must be motivated so that the information can be effective, in order to change the audiences' attitude and in turn change their behavior (Demirdogen, 2010). A variety of past experiments by Hovland/Yale focused on context in order to conclude on an actual form of persuasion in context. The Yale group studied its effectiveness on attitude change from the outcome of the persuasion and rhetorical variables, represented as independent variables. A variety of the examinations about persuasion or attitude change were conducted by Yale study group and Carl Hovland as the focus of the program. They developed their studies based on the stimulus-response from a learning perspective theory. One of the major intentions of their research was based on a one-dimensional (stimulus-response) message learning approach. Their experiments discovered how the single persuasive

message exposure can change an audience's opinion, which effected one-third to one-half of the audience.

The beginning of Media effect research started in the early twentieth century in the 1930s. There was no systematic observation in the research on media effects. Media was assumed to be the most powerful source on people's attitude and behavior. In 2009, Bryant and Zillmann mentioned these observations were based on the popularity of the new media, film and radio, including the power of the propaganda. During the Mid 1930's, the analysis of the media effect with the audience displayed small effects to the media exposure with the audience reactions. In 2005, McQuail stated that media was limited and influential to only a certain characteristic of the audience and an active selection of messages. Most of the studies were based on the experiments of the one-shot model. The experiment examined participants who were exposed to a single-stimuli and immediately measured the participants directly after their exposure. Media effects were measured by two difference factors. "Single" exposure to one stimulus (e.g. watching one violent movie or reading a certain blog), it is only one recollection to the conscious mind at a single point in time (Short-term effects or priming). "Cumulative" exposure to a certain constant repeated stimulus (e.g. watching horror movies every evening or reading a certain blog every day), effected by several stimuli that was gathered collectively over time (long-term effects or cultivation). Further research of single stimulus displayed a shift to cumulative effects.

The Single-shot attitude change lead to behavioral change as mentioned "attitude controls human behavior". If the persuaders intend to change the audiences' behavior, they need to aim for the audience's attitude. Learning theory and

information processing were approaches used by The Yale group and they mentioned that people could change their attitudes when provided the stimuli or the reinforcement to change. In this case, single-shot is effective and motive to individuals who processed the information and lead to attitude and behavioral change. Single-shot attitude change theory had been used in numerous researches. The use of a single persuasive messages through the power of media and the influence on the audience. Its intention was to change human behaviors with the target audience. (Hovland, et al., 1953). In 1960s, the shift of the attention from single-exposure to long-term effects became large scale in media use. They concluded that small effects lead to the confidence of the audience decision-making and provided a meaning of its stimuli when gathered over time. Later, media messages became a focus after the shift from short-term to long-term model. When single-stimuli has been repeated to the same audiences, they were a connection between single-stimuli (short-term effects) and cumulative-stimuli (long-term effects) (Rossler, 2017).

This research will study the use of YouTube in learning the English language from Thai celebrity, Prinya Intachai, (P'Way) who frequently uses English code mixing through song. His audience may learn some vocabulary from his celebrity endorsements with songs through YouTube. YouTube is the social media network that Thai celebrities are using to post their creative works of art. With that being said, Thai celebrities are influential to their audience through their content and song lyrics. YouTube provides a platform to advertise and promote their brand (Thaitanium); as a result, it increases more devotion of the audiences toward the brand.

4. Hypothesis

According to the review of related literature and past research, it leads to two hypotheses in order to test the significance between one independent variable with two dependent variables.

H1: Source credibility (attractiveness, trustworthiness, and expertise) of Thai celebrity endorsement (P Way) in the use of English code mixing on YouTube significantly influences their perception of personal brand of P Way, Thaitanium.

H2: Source credibility (attractiveness, trustworthiness, and expertise) of Thai celebrity endorsement (P Way) in the use of English code mixing on YouTube significantly influences with language learning from English code mixing in Hip-Hop songs among Thai teenagers.

H3: Thaitanium brand recognition significantly influences Thai teenagers' language learning from English code mixing in Hip-Hop songs.

5. Theoretical Framework

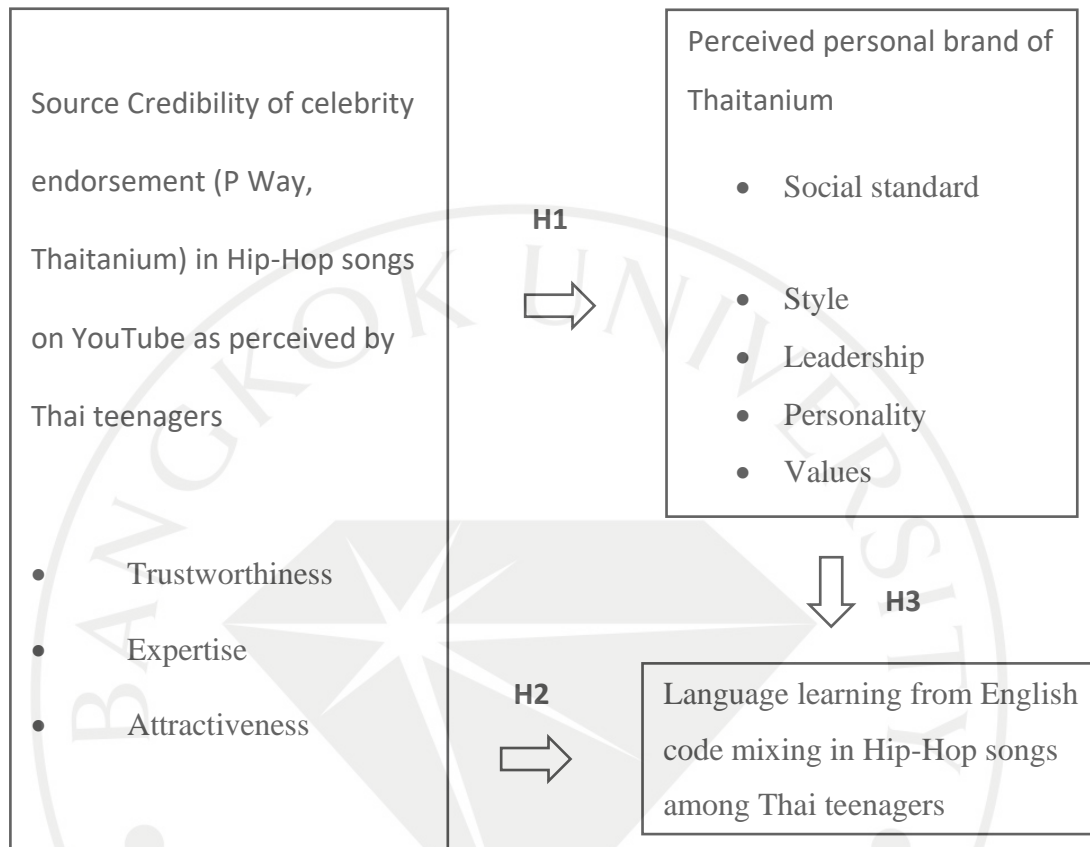


Figure 2: Theoretical Framework

CHAPTER 3

METHODOLOGY

This chapter describes the research methodology, sampling process and the influence of source credibility of Thai celebrity (P Way, Thaitanium) endorsements in Hip-Hop songs on YouTube. The chapter evaluates consumer brand perception and learning intentions through song. This section discusses the following:

1. Research design
2. Population and sample selections
3. Research instruments
4. Instrument Pretests
5. Data collection procedures
6. Data analysis
7. Summary of demographic data

1. Research design

The purpose of this research is to examine the influence of Thai celebrity endorsements in Hip-Hop songs on YouTube. The study will explore the audiences' perception of language learning and brand perception of (Thaitanium). The research approach of the study is a quantitative research. Quantitative research is the use of quantity and statistics to assess the communication phenomena and represent it as the amount, (Keyton, 2011). The method for collecting the data is a survey to test the hypotheses between the source credibility, learning progression and brand perception of the audience.

2. Population and sample selection

This research will be conducted in Thailand with Thai residents who are consumers of Hip-Hop (P Way, Thaitanium) songs through YouTube. The participants of this research are male and female online network users from the ages of 18 to over 38 years old. Based on the data collection of online users, We Are Social (2018) found that this age range consisted of the most users of social networks. The research study sampled 200 participants who were selected by convenient sampling. The participants were only YouTube users. The survey that was utilized to collect data was an online survey. The questionnaire was posted on online network sites to collect statistics.

3. Research instrument

The questionnaire covers 4 portions in order to study the participants' demographic, receptiveness of source credibility of Thai celebrity endorsements, brand perception and purchase intention.

Part 1: Participant Demographic

The first part consists of basic demographic information and the behavior of YouTube participants. The questionnaire includes gender, age, education level, occupation, income, time spent on YouTube and the usage of YouTube in language learning through Hip-Hop songs (P Way, Thaitanium).

Part 2: Insights of the 'Source Credibility' of Thai celebrity endorsements (P Way, Thaitanium) in Hip-Hop songs on YouTube

The second part studies the understanding of the participants source credibility of Thai celebrity endorsements (P Way, Thaitanium) on YouTube in Hip-Hop songs. As mentioned in chapter 2, source credibility is composed of the measurements of three scopes, trustworthiness, expertise and attractiveness. Each dimension will contain different aspects. Trustworthiness consists of dependability, honesty, reliability and sincerity. Expertise consists of experience, knowledge, qualification and skill. Attractiveness consists of visual classiness, physical appearance, elegance and sex appeal. The topics under this questionnaire provided will be divided into these three parts. In 1990, Ohanian implemented his studies in the celebrity endorsement scale to measure its effectiveness (Gupta, Kishor & Verma, 2017). McCroskey provided the measurement scale for source credibility which parallels with The Rhetoric of Aristotle. The scale measures the feelings of the participant. McCroskey focused on three dimensions: competence, trustworthiness and goodwill, which were all correlated (McCroskey & Teven, 1999). This research was adopted by a celebrity endorsement scale which includes expertise, trustworthiness and attractiveness of the endorsers.

This questionnaire was designed for the 'Likert scale' as a reflection of the participants' intuition toward the source credibility. The answers will be selected from numbers 1 to 7, numbers 1 through 7 indicate a very strong feeling, Numbers 2 and 6 indicate a strong

feeling. Number 3 and 5 indicate a fairly weak feeling and 4 indicates undecided.

Part 3: Personal brand perception of the consumers of Hip-Hop songs (Thaitanium)

The third part aims to study the brand perception of the audience after viewing Hip-Hop songs on YouTube featured by Thai celebrity (P Way, Thaitanium). The use of the celebrity endorsement techniques in Hip-Hop song increased attention, constructed awareness toward the songs and provided brand position (Um & Lee, 2015).

Business influences by the CEO's personal brand which effect on customers and employees. Personal brand reflects part of personal understanding of the attitudes and feelings of others (Chen & Chung, 2017). Montoya (2002) mentioned "certain aspects of the public perception of a person's personality, skills, and values, that meaning is the value in the concept of audience". The researchers identified seven dimensions scale to determine personal brand for business leaders, in order to conceptualized the cognitive phenomenon. Seven dimensions included standards, style, leadership, personality, values, character and team work.

Measurement scale for standards contain five aspects: (1) The CEO pays attention to process focus, (2) The CEO pays attention to finances focus, (3) The CEO is rule orientation, (4) The CEO has variety of experience and (5) The CEO has planned. This research will be focus on celebrity endorsement in the rule of orientation and

the variety of experience. Measurement scale for style contain four aspects: (1) The CEO has tough, (2) The CEO has creativity, (3) The CEO has consistency and (4) The CEO holds key point awareness. This research will be focus on celebrity endorsement in the creativity and consistency. Measurement scale for leadership contain four aspects: (1) The CEO has more ambition of business, (2) The CEO is a charisma leader, (3) The CEO has leading ability and (4) The CEO is sense of environment. This research will be focus on the ambition of the business, the charisma of being leader, the ability to lead and the sense of environment of the source credibility. Measurement scale for personality contain five aspects: (1) The CEO is out-going, (2) The CEO has curiosity of everything, (3) The CEO has human spirit, (4) The CEO is full of energy and (5) The CEO has daring to do something. This research will focus on all five aspects on the source credibility's personality. Measurement scale for values contain four aspects: (1) The CEO focus on family security, (2) The CEO is very happiness, (3) The CEO is very friendliness and (4) The CEO is very politeness. This research will focus on all four aspects on the source credibility's values toward the audiences. Measurement scale for characteristic contain four aspects: (1) The CEO is reliable, (2) The CEO has commitment, (3) The CEO has honesty and (4) The CEO sense of obligation. This research will focus on all four aspects on the source credibility's characteristic toward the audiences. And measurement scale for teamwork contain five aspects: (1) The CEO

willing to cooperate with others, (2) The CEO trusting subordinates, (3) The CEO willing to respect others, (4) The CEO willingness to accept suggestions and (5) The CEO is forgiveness. This research will focus on the cooperation with others, respect others in the team, accept the suggestions of the source credibility.

The answer will be designated in the Likert scale to measure personal brand from numbers 1 to 5: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

Part 4: Learning intentions of the patrons of Hip-Hop songs (P Way, Thaitanium)

The fourth part aims to study the language learning intentions of the audience of Hip-Hop songs of (Thaitanium) after viewing music videos from Thai celebrity (P Way, Thaitanium). Language learning intentions refers to the behavior of the audience who decide to consume the video. English language become most common in many universities which required attitude and motivation to learn the language (Santana, Santillan, Nieto & Martines, 2017). The scale measurement was designed and validated into six elements: Self-confidence, motivation, commitment, importance, sense of belonging and need for the language.

This will measure 6 different aspects, (1) Self-confidence in learning English language, (2) The motivation in learning English language, (3) The commitment with the English language learning, (4) The important and usefulness of English language learning, (5) A

sense of belonging to the English language learning and (6) The need for the English language learning. The answer will be designated in the Likert scale from numbers 1 to 5: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

To interpret the data from Likert scale, the average score was analyzed in the following range and meaning (Table 3.1).

Table 3.1: The interpretation and meaning of the Likert scale.

| Range | Interpretation |
|--------------|--|
| 1.00-1.80 | Listeners strongly disagree with the source credibility, brand perception and language learning. |
| 1.81-2.60 | Listeners disagree with the source credibility, brand perception and language learning. |
| 2.61-3.40 | Listeners are neutral with the source credibility, brand perception and language learning. |
| 3.41-4.20 | Listeners agree with the source credibility, brand perception, and language learning. |
| 4.21-5.00 | Listeners strongly agree with the source credibility, brand perception and language learning. |

4. Instrument Pretest

The questionnaire will be written in English with correct meaning, clarity and comprehension for the participants. After the questionnaire has been approved, it will be distributed to 50 participants for the instrument pretest to ensure that this

questionnaire is reliable. Later, the data of 50 participants will be analyzed by SPSS program to test the reliability of Cronbach's alpha coefficient.

Table 3.2: The reliability of instrument.

| Variables | Cronbach's Alpha (α) from 50 participants |
|----------------------------|--|
| Source Credibility | |
| Overall Cronbach's Alpha | 0.878 |
| Trust | 0.733 |
| Expert | 0.954 |
| Attractive | 0.946 |
| Brand Perception | |
| Overall Cronbach's Alpha | 0.778 |
| Social Standard | 0.651 |
| Brand Characteristic Style | 0.602 |
| Leadership | 0.699 |
| Personality | 0.827 |
| Brand Value | 0.855 |
| Characteristic | 0.844 |
| Teamwork | 0.965 |
| Language Learning | |
| Overall Cronbach's Alpha | 0.926 |

5. Data collection procedure

According to the program of study, the questionnaire will be written in English and will be translated to Thai. The samplers of this research are of Thai

descent. The translation has been carefully defined in words and definitions. The connotation has to be precise, clear and understandable for the participants. From Chapter 2, previous studies in the literature review include source credibility, celebrities' endorsement, ability in language learning and brand perception. After the translation is approved, the questionnaire will be sent to social media websites such as Line, Facebook and WhatsApp to collect information from 200 participants of Thai ancestry.

6. Data Analysis

Hypothesis 1: Source credibility (attractiveness, trustworthiness and expertise) of Thai celebrity endorsement (P Way) in the use of English code mixing on YouTube significantly influences their brand recognition of Thaitanium.

Independent variables: Source credibility (attractiveness, trustworthiness and expertise) (Likert scale)

Dependent variables: Brand recognition of Thaitanium (Likert scale)

Statistical analysis: Multiple Regression analysis

Hypothesis 2: Source credibility (attractiveness, trustworthiness and expertise) of Thai celebrity endorsement (P Way) in the use of English code mixing on YouTube significantly influences language learning with English code mixing in Hip-Hop songs among Thai teenagers.

Independent variables: Source credibility (attractiveness, trustworthiness and expertise) (Likert scale)

Dependent variables: Language learning through code mixing in Hip-Hop songs (Likert scale)

Statistical analysis: Multiple Regression analysis

Hypothesis 3: Thaitanium brand recognition significantly influences Thai teenager's language learning from English code mixing in Hip-Hop songs.

Independent variables: Brand recognition of Thaitanium (Likert scale)

Dependent variables: Language learning through code mixing in Hip-Hop song (Likert scale)

Statistical analysis: Multiple Regression analysis

7. Summary of demographic data

This study collects data from the demographic of 200 participants who responded to the questionnaire. It contains gender, age, education level, occupation, income, the frequency of YouTube usage and YouTube channel subscriptions of (P Way, Thaitanium).

The descriptive findings indicated that majority of the sample were male (52.0%, n=104), majority of the sample were aged 18-21 years old (37.0%, n=74), in student status of occupation (37.5%, n=75), obtained high school (46.5%, n=93), earn less than 10,000 Baht per month (25.0%, n=50), frequently use YouTube more than 3 hours per day (51.0%, n=102), and all participants subscribed celebrity on YouTube channel (100.0%, n=200).

As shown in Table 3.3, the descriptive findings indicated that majority of the sample were male (52.0%, n=104), female (48.0%, n=96).

Table 3.3: The frequency and percentage of the participants based on the gender

| Demographic profile | Frequency | Percent% |
|---------------------|-----------|----------|
| Gender | | |
| Male | 104 | 52.0 |
| Female | 96 | 48.0 |
| Total | 200 | 100.0 |

As shown in Table 3.4, the descriptive findings indicated that majority of the sample were aged 18-21 years old (37.0%, n=74), followed by samples aged 26-29 years old (25.0%, n=50), 22-25 years old (22.5%, n=45), 34-37 years old (6.5%, n=13), 30-33 years old (5.0%, n=10), and more than 38 years old (4.0%, n=8), respectively.

Table 3.4: The frequency and percentage of the participants in age.

| Demographic profile | Frequency | Percentage% |
|------------------------|-----------|-------------|
| Age | | |
| 18-21 years old | 74 | 37.0 |
| 22-25 years old | 45 | 22.5 |
| 26-29 years old | 50 | 25.0 |
| 30-33 years old | 10 | 5.0 |
| 34-37 years old | 13 | 6.5 |
| More than 38 years old | 8 | 4.0 |
| Total | 200 | 100.0 |

As shown in Table 3.5, descriptive findings indicated that majority of the sample obtained high school (46.5%, n=93), bachelor's degree (43.0%, n=86), master's degree (8.5%, n=17), doctoral degree (2.0%, n=4), and none for other educational level, respectively.

Table 3.5: The frequency and percentage of the participants in education level.

| Demographic profile | | Frequency | Percentage% |
|---------------------|-----------------|-----------|-------------|
| Education level | High school | 93 | 46.5 |
| | Bachelor degree | 86 | 43.0 |
| | Master degree | 17 | 8.5 |
| | Doctoral degree | 4 | 2.0 |
| | Other | - | - |
| Total | | 200 | 100 |

As shown in Table 3.6, descriptive findings indicated that majority of the sample obtained as a student (37.5%, n=75), freelance (32.0%, n=64), office worker (20.0%, n=40), unprofessional (7.0%, n=14), government officer (3.5%, n=7), and none for other kind of occupation, respectively.

Table 3.6: The frequency and percentage of the participants in occupation.

| Demographic profile | | Frequency | Percentage% |
|---------------------|--------------------|-----------|-------------|
| Occupation | Student | 75 | 37.5 |
| | Office worker | 40 | 20.0 |
| | Government officer | 7 | 3.5 |
| | Freelance | 64 | 32.0 |
| | Unprofessional | 14 | 7.0 |
| | Other | - | - |
| Total | | 200 | 100 |

As shown in Table 3.7, the descriptive findings indicated that majority of the sample earned less than 10,000 Baht per month (25.0%, n=50), followed by those who earned 20,001-30,000 Baht (22.0%, n=44), 10,001-20,000 Baht (20.5%, n=41), 30,001-40,000 Baht (18.5%, n=37), and over 40,001 Baht (14.0%, n=28), respectively.

Table 3.7: The frequency and percentage of the participants in income.

| Demographic profile | Frequency | Percentage% | |
|---------------------|--------------------|-------------|------|
| Income | Below 10,000 Baht | 50 | 25.0 |
| | 10,001-20,000 Baht | 41 | 20.5 |
| | 20,001-30,000 Baht | 44 | 22.0 |
| | 30,001-40,000 Baht | 37 | 18.5 |
| | Over 40,001 Baht | 28 | 14.0 |
| Total | 200 | 100.0 | |

As shown in Table 3.8, the descriptive findings indicated that over half of the participants spent time on YouTube more than 3 hours a day (51.0%, n=102), followed by those who spent 2-3 hours per day (22.0%, n=44), 1 hour per day (11.5%, n=23), half an hour per day (8.5%, n=17), and 5-10 minute a day (7.0%, n=14), respectively.

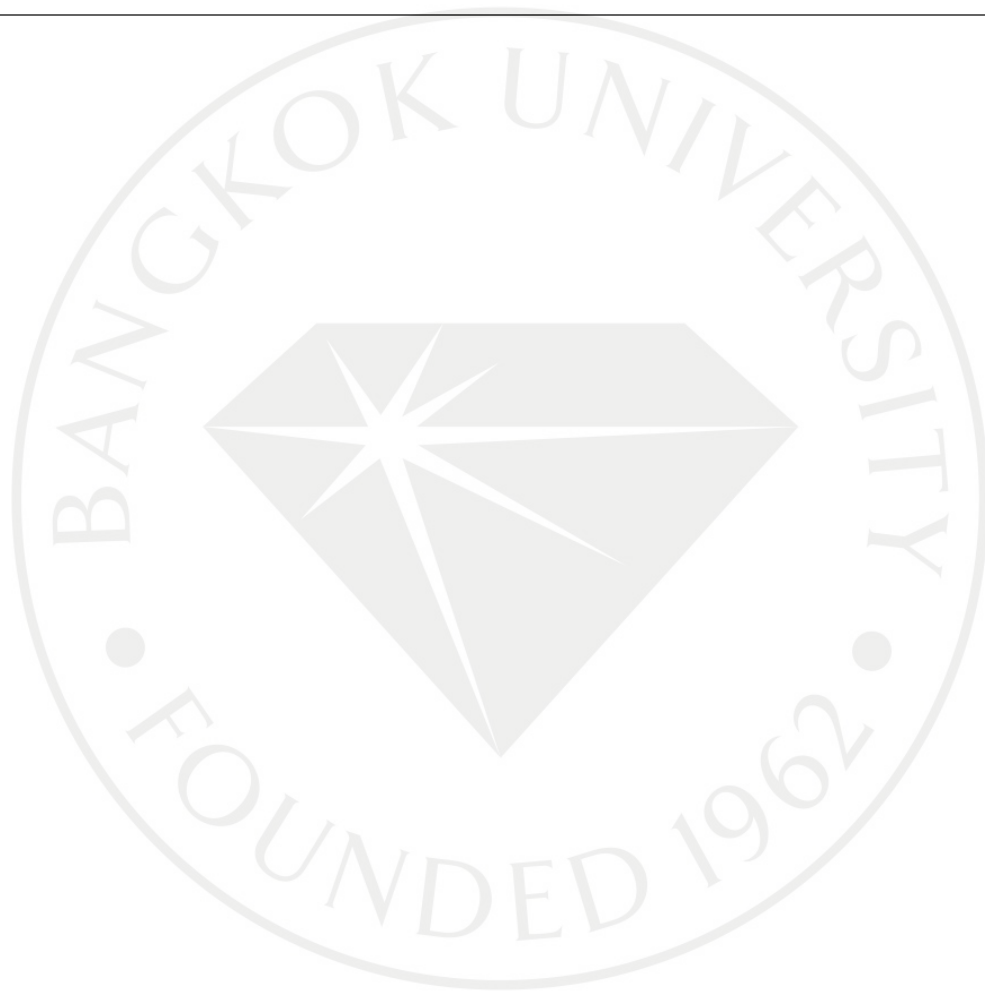
Table 3.8: The frequency and percentage of the participants in time spent on YouTube.

| Demographic profile | Frequency | Percentage% | |
|---------------------|-------------------|-------------|------|
| YouTube time spent | 5-10 minute | 14 | 7.0 |
| | 30 minutes | 17 | 8.5 |
| | 1 hour | 23 | 11.5 |
| | 2-3 hours | 44 | 22.0 |
| | More than 3 hours | 102 | 51.0 |
| Total | 200 | 100.0 | |

As shown in Table 3.9, the descriptive findings indicated that all participants (100.0%, n=200) follow Thai celebrities on YouTube, respectively.

Table 3.9: The frequency and percentage of the participants in the use of YouTube to follow Thai celebrities.

| Demographic profile | | Frequency | Percentage% |
|---------------------|-----|-----------|-------------|
| YouTube subscriber | Yes | 200 | 100.0 |
| | No | - | - |
| Total | | 200 | 100.0 |



CHAPTER 4

FINDINGS

The questionnaire was designed to collect data and examine the influence of the Thai celebrity endorsement in Hip-Hop songs on their perception of personal brand and their intentions to learn English language through the use of English code ending and code switching promoted in YouTube. After it was completed, the SPSS program was used to analyze the data. This chapter presents the finding of the research in the following sections:

- 4.1 Summary of Descriptive Findings
- 4.2 Summary of Hypotheses Findings
- 4.4 Conclusion

4.1 Summary of Descriptive Findings

The research aimed to examine the influence of the Thai celebrity endorsement in Hip-Hop songs on their perception of personal brand and their intentions to learn English language through the use of English code ending and code switching promoted in YouTube. There were three hypotheses that were examined in this research.

To interpret the descriptive findings of this study, the mean range was classified into 3 levels as follows in Table 4.1 & Table 4.1.1:

Table 4.1: Criteria for analyzing participants' feeling toward the celebrity endorsement

| Opinion toward the statement | Score | Criteria | Meaning |
|---------------------------------------|--------------|-----------------|----------------------------|
| Extremely agree with the statement | 7 | 6.15 – 7.00 | Extreme positive feeling |
| Strongly agree with the statement | 6 | 5.29 – 6.14 | Strong positive feeling |
| Agree with the statement | 5 | 4.43 – 5.28 | Positive feeling |
| Neutral with the statement | 4 | 3.57 – 4.42 | Neutral feeling |
| Disagree with the statement | 3 | 2.71 – 3.56 | Negative feeling |
| Strongly disagree with the statement | 2 | 1.86 – 2.70 | Strongly negative feeling |
| Extremely disagree with the statement | 1 | 1.00 – 1.85 | Extremely negative feeling |

Table 4.1.1: Criteria for analyzing the degree of participants' feelings toward the celebrity endorsement.

| Criteria | Meaning |
|-----------------|----------------|
| 5.00 – 7.00 | High level |
| 3.00 – 4.99 | Medium level |
| 1.00 – 2.99 | Low level |

To interpret the descriptive findings of this study, the mean range was classified into 3 levels as follows in Table 4.2 & Table 4.2.1:

Table 4.2: Criteria for analyzing the participants' feelings toward the personal brand

| Opinion toward the statement | Score | Criteria | Meaning |
|--------------------------------------|--------------|-----------------|-------------------|
| Strongly agree with the statement | 5 | 4.21 – 5.00 | Strongly agree |
| Agree with the statement | 4 | 3.41 – 4.20 | Agree |
| Neutral with the statement | 3 | 2.61 – 3.40 | Neutral |
| disagree with the statement | 2 | 1.81 – 2.60 | Disagree |
| Strongly disagree with the statement | 1 | 1.00 – 1.80 | Strongly disagree |

Table 4.2.1: Criteria for analyzing the degree of participants' feeling toward personal brand.

| Criteria | Meaning |
|-----------------|----------------|
| 3.67 – 5.00 | High level |
| 2.34 – 3.66 | Medium level |
| 1.00 – 2.33 | Low level |

To interpret the descriptive findings of this study, the mean range was classified into 3 levels as follows in Table 4.3, Table 4.3.1:

Table 4.3: Criteria for analyzing the participants' feeling toward learning intention

| Opinion toward the statement | Score | Criteria | Meaning |
|--------------------------------------|--------------|-----------------|-------------------|
| Strongly agree with the statement | 5 | 4.21 – 5.00 | Strongly agree |
| Agree with the statement | 4 | 3.41 – 4.20 | Agree |
| Neutral with the statement | 3 | 2.61 – 3.40 | Neutral |
| disagree with the statement | 2 | 1.81 – 2.60 | Disagree |
| Strongly disagree with the statement | 1 | 1.00 – 1.80 | Strongly disagree |

Table 4.3.1: Criteria for analyzing the degree of participants' feelings toward learning intention

| Criteria | Meaning |
|-----------------|----------------|
| 3.67 – 5.00 | High level |
| 2.34 – 3.66 | Medium level |
| 1.00 – 2.33 | Low level |

Besides testing the hypotheses, the research also found the statistics in each variable (source credibility, personal brand perception and language learning intentions) that related to the findings and result of the hypotheses.

The independent variable to present was the perception of the audiences toward the ‘Source Credibility’ of the celebrity endorsements in Hip-Hop song through YouTube. The source credibility was measured in three dimensions, trustworthiness, expertise and attractiveness. Trustworthiness consists of trustworthy, honesty, dependability, reliability and sincerity. Expertise consists of experience, knowledge, qualification and skill. Attractiveness involves physical appeal, charm, elegance, beauty and sexiness. The findings were presented in the following tables.

As shown in Table 4.4, descriptive findings revealed that respondents had medium source credibility ($X = 4.46$, $SD = 2.00$). When examining each key constructs of source credibility of P Way endorsement, the findings found that respondents ranked all key constructs in the medium, having attractiveness as the highest mean ($X = 4.53$, $SD = 1.89$), followed by expertise ($X = 4.44$, $SD = 2.02$), trustworthiness ($X = 4.40$, $SD = 1.78$), respectively.

Table 4.4: Mean and standard deviation of the source credibility of Thai celebrity (P Way, Thaitanium) endorsements in Hip-Hop songs through YouTube

| Source Credibility | Mean | Std. Deviation | Level |
|--------------------|------|----------------|--------------|
| 1. Trustworthiness | 4.40 | 1.78 | Medium level |

(Continued)

Table 4.4 (Continued): Mean and standard deviation of the source credibility of Thai celebrity (P Way, Thaitanium) endorsements in Hip-Hop songs through YouTube

| | | | |
|-----------------------------------|-------------|-------------|---------------------|
| Trust | 5.04 | 1.58 | High level |
| Honest | 4.02 | 1.81 | Medium level |
| Dependent | 4.61 | 1.71 | Medium level |
| Reliable | 4.14 | 1.80 | Medium level |
| Sincere | 4.20 | 2.00 | Medium level |
| 2. Expert | 4.44 | 2.02 | Medium level |
| Expert | 4.81 | 2.00 | Medium level |
| Experience | 4.03 | 2.03 | Medium level |
| Knowledge | 4.71 | 2.00 | Medium level |
| Qualified | 4.31 | 1.92 | Medium level |
| Skilled | 4.33 | 2.13 | Medium level |
| 3. Attractiveness | 4.53 | 1.89 | Medium level |
| Attractive | 5.10 | 1.86 | High level |
| Charmed | 4.42 | 1.85 | Medium level |
| Elegant | 4.66 | 2.00 | Medium level |
| Beauty | 4.24 | 1.82 | Medium level |
| Sexy | 4.23 | 1.93 | Medium level |
| Overall Source Credibility | 4.46 | 2.00 | Medium level |

The first dependent variable is the understanding of the consumers understanding toward the personal brand perception of celebrity endorsement (P

Way, Thaitanium). The personal brand was measured in seven aspects, (1) social standard, (2) brand character and style, (3) leadership, (4) brand value, (5) characteristics, and (6) teamwork.

As shown in Table 4.5, descriptive findings revealed that respondents had medium personal brand perception ($X = 3.63$, $SD = 1.17$). When examining each key constructs of source credibility of P Way endorsement, the findings found that respondents ranked all key constructs in the medium level, having brand style as the highest mean ($X = 3.94$, $SD = .91$) followed by leadership ($X = 3.83$, $SD = 1.01$), social standard ($X = 3.82$, $SD = 1.00$), teamwork ($X = 3.60$, $SD = 1.25$), personality ($X = 3.53$, $SD = 1.24$), character ($X = 3.52$, $SD = 1.30$), value ($X = 3.50$, $SD = 1.30$), respectively.

Table 4.5: Mean and standard deviation of customers' perception in personal brand of the celebrity endorsement of (P Way, Thaitanium).

| Perception of Personal Brand | Mean | Std. Deviation | Level |
|------------------------------|-------------|----------------|-------------------|
| Social Standard | | | |
| Total social standard | 3.82 | 1.01 | High level |
| Rule Orientation | 3.83 | 1.00 | High level |
| Variety of experience | 3.80 | 1.02 | High level |
| Brand Style | | | |
| Total brand style | 3.94 | .91 | High level |
| Creativity | 4.03 | .81 | High level |
| Consistency | 3.85 | 1.00 | High level |
| Leadership | | | |
| Total leadership | 3.83 | 1.01 | High level |

(Continued)

Table 4.5 (Continued): Mean and standard deviation of customers' perception
in personal brand of the celebrity endorsement of (P Way, Thaitanium).

| | | | |
|--------------------------|-------------|-------------|---------------------|
| Ambition of business | 3.81 | 1.10 | High level |
| Charismatic leader | 3.81 | 1.00 | High level |
| Leading ability | 3.70 | .92 | High level |
| Sense of environment | 4.00 | 1.00 | High level |
| Personality | | | |
| Total personality | 3.53 | 1.24 | Medium level |
| Out-going | 3.71 | 1.14 | High level |
| Curiosity of everything | 3.40 | 1.17 | Medium level |
| Human spirit | 3.51 | 1.30 | Medium level |
| Full of energy | 3.60 | 1.30 | Medium level |
| Daring to do something | 3.41 | 1.30 | Medium level |
| Value | | | |
| Total value | 3.50 | 1.30 | Medium level |
| Family security | 3.63 | 1.33 | Medium level |
| Very happy | 3.30 | 1.30 | Medium level |
| Very friendly | 3.54 | 1.20 | Medium level |
| Very polite | 3.50 | 1.32 | Medium level |
| Character | | | |
| Total character | 3.52 | 1.30 | Medium level |
| Reliable | 3.60 | 1.24 | Medium level |
| Commitment | 3.30 | 1.24 | Medium level |
| Honest | 3.54 | 1.23 | Medium level |
| Sense of obligation | 3.63 | 1.30 | Medium level |
| Teamwork | | | |
| Total teamwork | 3.60 | 1.25 | Medium level |
| Cooperation with others | 3.60 | 1.30 | Medium level |
| Respect of others | 3.43 | 1.22 | Medium level |

(Continued)

Table 4.5 (Continued): Mean and standard deviation of customers' perception in personal brand of the celebrity endorsement of (P Way, Thaitanium).

| | | | |
|----------------------------|-------------|-------------|---------------------|
| Acceptation of suggestions | 3.70 | 1.24 | High level |
| Total | 3.63 | 1.17 | Medium level |

The second dependent variable is the perception of the audiences' language learning intention of Hip-Hop songs with YouTube featured by the Thai celebrity (P Way, Thaitanium). The language learning intentions measured self-confidence of language learning, the motivation to learn language, commitment to language learning, recognition of the importance of learning language, the sensibility of language learning and the need for language learning.

As shown in Table 4.6, descriptive findings revealed that respondents had medium language learning intention ($X = 3.55$, $SD = 1.32$). When examining each key constructs of source credibility of P Way endorsement, the findings found that respondents ranked all key constructs in the medium, having the need for learning as the highest mean ($X = 3.80$, $SD = 1.20$) followed by a sense in learning ($X = 3.60$, $SD = 1.30$), recognition of importance ($X = 3.54$, $SD = 1.30$), motivation to learn ($X = 3.50$, $SD = 1.30$), commitment to learning ($X = 3.44$, $SD = 1.40$), confidence in learning ($X = 3.40$, $SD = 1.44$), respectively.

Table 4.6: Mean and standard deviation of audiences' perception in language learning intentions with Hip-Hop songs through YouTube featured by Thai celebrity (P Way, Thaitanium).

| Learning Intention | Mean | Std. Deviation | Level |
|---------------------------------|-------------|----------------|---------------------|
| Total learning intention | 3.55 | 1.32 | Medium level |
| Confidence in learning | 3.40 | 1.44 | Medium level |
| Motivation to learn | 3.50 | 1.30 | Medium level |
| Commitment to learning | 3.44 | 1.40 | Medium level |
| Recognition of importance | 3.54 | 1.30 | Medium level |
| Sense in learning | 3.60 | 1.30 | Medium level |
| Need for learning | 3.80 | 1.20 | High level |
| Total | 3.55 | 1.32 | Medium level |

4.2 Summary of the Hypothesis Testing

There were three hypotheses tested in this research and these portions presented the results of the hypotheses testing in the following table.

H1: Source credibility (attractiveness, trustworthiness and expertise) of the Thai celebrity endorsement of (P Way) with the use of English code mixing on YouTube significantly influences their personal brand of P Way Thaitanium.

As shown in table 4.7, the Multiple Regression model indicated that the source credibility of the Thai celebrity endorsements in Hip-Hop songs with YouTube, did not significant influence their perceived personal brand of P Way, Thaitanium ($F=2.980^{**}$, $p > 0.05$). However, when examining the power of each

construct of source credibility, including trustworthiness, expertise, and attractiveness, of the Thai celebrity endorsements, the findings found that trustworthiness, expert, and attractiveness were significant predictors of their perceived personal brand ($F= 8.20^{**}$, $p < 0.05$), ranking attractiveness ($Beta=.44$, $p < 0.05$) as the highest influence, followed by expertise ($Beta=-.40$, $p < 0.05$), trustworthiness ($Beta=.10$, $p > 0.05$), respectively. The findings suggested that each dimension of source credibility were significant predictors of their perceived personal brand of P Way Thaitanium, and attractiveness and trustworthiness had positive effect on perceived personal brand while expert had negative effect on the perceived personal brand of P Way Thaitanium.

Table 4.7: Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants.

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 1.320 | 1 | 1.320 | 2.980 | .086 ^b |
| | Residual | 87.284 | 197 | .443 | | |
| | Total | 88.604 | 198 | | | |

a. Dependent Variable: Personal Brand

b. Predictors: (Constant), Source Credibility

(Continued)

Table 4.7 (Continued): Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants.

| | | Coefficients ^a | | | | |
|--|--------------------|---------------------------|------------|--------------|-------|-------------------|
| Model | | Unstandardized | | Standardized | t | Sig. |
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.31 | .20 | | 17.78 | .000 |
| | Source Credibility | .10 | .04 | .12 | 1.73 | .086 |
| a. Dependent Variable: Personal Brand | | | | | | |
| ANOVA ^a | | | | | | |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 9.92 | 3 | 3.31 | 8.20 | .000 ^b |
| | Residual | 7.87 | 195 | .404 | | |
| | Total | 88.60 | 198 | | | |
| a. Dependent Variable: Personal brand | | | | | | |
| b. Predictors: (Constant), Attractiveness, Trust, Expert | | | | | | |

(Continued)

Table 4.7 (Continued): Multiple Regression analysis of the impact of source credibility of the Thai celebrity endorsement in Hip-Hop songs through YouTube and personal brand perception of the participants.

| | | Coefficients ^a | | | | |
|-------|-----------------|---------------------------|------------|--------------|-------|------|
| Model | | Unstandardized | | Standardized | t | Sig. |
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.10 | .20 | | 16.20 | .000 |
| | Trustworthiness | .10 | .06 | .10 | 1.10 | .275 |
| | Expert | -.20 | .05 | -.40 | -3.60 | .000 |
| | Attractiveness | .22 | .05 | .44 | 4.43 | .000 |

a. Dependent Variable: Personal Brand

H2: Source credibility (attractiveness, trustworthiness and expertise) of Thai celebrity endorsement (P Way) with the use of English code mixing on YouTube significantly influenced language learning from English code mixing in Hip-Hop songs among Thai teenagers.

As shown in table 4.8, the Multiple Regression model indicated that the source credibility of the Thai celebrity endorsements (P Way, Thaitanium) in Hip-Hop songs with YouTube significantly influence to their intention in language learning ($F=6.954^{**}$, $p < 0.05$). However, when examining the power of each dimension of source credibility on the respondents' language learning intention, the finding found that trustworthiness, expert, and attractiveness were significant predictors of their language learning intention ($F = 11.735^{**}$, $p < 0.05$), ranking attractiveness ($Beta=.446$, $p < 0.05$) as the highest influence, followed by

trustworthiness (Beta=.222, $p < 0.05$), expertise (Beta=-.432, $p < 0.05$), respectively. The findings suggested that each dimension of source credibility were significant predictors of their language learning intention of P Way Thaitanium, and attractiveness, trustworthiness had positive effect on language learning intention but expert had a negative influence on language learning intention among Thai young adults.

Table 4.8: The Multiple Regression analysis of the impact of source credibility of Thai celebrity endorsements in Hop-Hop songs through YouTube towards language learning intention from code ending and code-switching.

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 6.281 | 1 | 6.281 | 6.954 | .009 ^b |
| | Residual | 178.847 | 198 | .903 | | |
| | Total | 185.128 | 199 | | | |

a. Dependent Variable: Learning Intention

b. Predictors: (Constant), Trust, Expert, Attractiveness

| Coefficients ^a | | | | | | |
|---------------------------|--------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.857 | .265 | | 10.768 | .000 |
| | Source Credibility | .152 | .058 | .184 | 2.637 | .009 |

a. Dependent Variable: Learning Intention

(Continued)

Table 4.8 (Continued): The Multiple Regression analysis of the impact of source credibility of Thai celebrity endorsements in Hop-Hop songs through YouTube towards language learning intention from code ending and code-switching.

| ANOVA ^a | | | | | | |
|--|-----------------|-----------------------------|------------|---------------------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 28.190 | 3 | 9.397 | 11.735 | .000 ^b |
| | Residual | 156.938 | 196 | .801 | | |
| | Total | 185.128 | 199 | | | |
| a. Dependent Variable: Learning Intention | | | | | | |
| b. Predictors: (Constant), Attractiveness, Trustworthiness, Expert | | | | | | |
| Coefficients ^a | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.451 | .270 | | 9.088 | .000 |
| | Trustworthiness | .191 | .080 | .222 | 2.395 | .018 |
| | Expert | -.276 | .066 | -.432 | -4.144 | .000 |
| | Attractiveness | .325 | .070 | .446 | 4.650 | .000 |
| a. Dependent Variable: Learning Intention | | | | | | |

H3: Thaitanium personal brand significantly influenced Thai teenagers' language learning intention in English code mixing of Hip-Hop songs.

As shown in table 4.9, the Multiple Regression model indicated that personal brand of Thai celebrity endorsements (P Way, Thaitanium) in Hip-Hop songs with

YouTube, significantly influence their intention in language learning ($F=6.954^{**}$, $p < 0.05$). However, when examining the power of each construct of personal brand, including social standard, style, leadership, personality, value, character, and teamwork, of the Thai celebrity endorsements, the findings found significantly predictors of their language learning intention ($F = 38.115$, $p < 0.05$), ranking personality ($Beta=.308^{**}$, $p < 0.05$) as the highest influence, followed by teamwork ($Beta=.229^{**}$, $p < 0.05$), character ($Beta=.200^{**}$, $p < 0.05$), value ($Beta=.192^{**}$, $p < 0.05$), social standard ($Beta=-.136$, $p < 0.05$), respectively. However, leadership ($Beta=.070$, $p > 0.05$) and style ($Beta=-.018$, $p > 0.05$) did not significantly influence their language learning intention. The findings suggested that personality, teamwork, character, and value had a significant positive effect on their language learning intention while leadership and style did not affect their language learning intention. Style and social standard had negative effect on their language learning intention among Thai young adults.

Table 4.9: The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs.

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 94,798 | 1 | 94.798 | 206.839 | .000 ^b |
| | Residual | 90.289 | 197 | .458 | | |
| | Total | 185.087 | 198 | | | |

- a. Dependent Variable: Learning Intention
 b. Predictors: (Constant), Personal Brand

(Continued)

Table 4.9 (Continued): The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs.

Coefficients^a

| Model | | Unstandardized | | Standardized | t | Sig. |
|-------|----------------|----------------|------------|--------------|--------|------|
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | -.206 | .265 | | -.778 | .438 |
| | Personal Brand | 1.034 | .072 | .716 | 14.382 | .000 |

a. Dependent Variable: Learning Intention

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 107.868 | 1 | 15.410 | 38.115 | .000 ^b |
| | Residual | 77.219 | 191 | .404 | | |
| | Total | 185.087 | 198 | | | |

a. Dependent Variable: Learning Intention

b. Predictors: (Constant), Teamwork, Style, Value, Standard, Character, leadership, Personality

(Continued)

Table 4.9 (Continued): The Multiple Regression analysis of personal brand towards language learning intention from code ending and code-switching songs.

| | | Coefficients ^a | | | | |
|-------|-------------|---------------------------|------------|--------------|--------|------|
| Model | | Unstandardized | | Standardized | t | Sig. |
| | | Coefficients | | Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .249 | .272 | | .914 | .362 |
| | Standard | -.155 | .076 | -.136 | -2.029 | .044 |
| | Style | -.022 | .087 | -.018 | -.259 | .796 |
| | Leadership | .094 | .101 | .070 | .933 | .352 |
| | Personality | .370 | .105 | .308 | 3.535 | .001 |
| | Value | .198 | .071 | .192 | 2.798 | .006 |
| | Character | .226 | .096 | .200 | 2.349 | .020 |
| | Teamwork | .232 | .069 | .229 | 3.365 | .001 |

a. Dependent Variable: Learning Intention

4.4 Conclusion

As presented throughout this chapter, hypothesis 1 revealed that the overall source credibility of the Thai celebrity endorsements of (P Way, Thaitanium) in Hip-Hop songs did not significantly influence Thai teenagers' perception of personal brand of P Way through YouTube. However, when examining each dimension of source credibility, the findings revealed that each key construct of source credibility (trustworthiness, expertise and attractiveness) had a significant positive effect on their Thai teenagers' perception of personal brand of P Way (as shown in Table 4.7). The findings suggested that each dimension of source credibility were significant predictors of their perceived personal brand of P Way Thaitanium, and attractiveness

and trustworthiness had positive effect on perceived personal brand while expert had negative effect on the perceived personal brand of P Way Thaitanium.

Hypothesis 2 discovered that the overall source credibility of Thai celebrity endorsement of (P Way, Thaitanium) in Hip-hop songs had a significant effect on Thai teenagers' language learning intentions through YouTube (as shown in Table 4.8). The study suggested that the source credibility influenced the intention of language learning of the participants. The findings suggested that each dimension of source credibility were significant predictors of their language learning intention of P Way Thaitanium. When examining the power of each dimension of source credibility, the finding revealed that attractiveness, trustworthiness had positive effect on language learning intention but expert had a negative influence on language learning intention among Thai teenagers'

Hypothesis 3, displayed the overall perception of personal brand of P Way (social standard, style, leadership, personality, value, character, and teamwork) of the Thai celebrity endorsements of (P Way, Thaitanium) in Hip-Hop songs had significant effect on Thai teenagers' language learning intentions through YouTube (as shown in Table 4.9). The study suggested that Thai teenagers' perception of personal brand influenced the intention of language learning of the participants. When examining the power of each dimension of personal brand, the findings suggested that personality, teamwork, character, and value had a significant positive effect on their language learning intention while leadership and style did not affect their language learning intention. Style and social standard had negative effect on their language learning intention among Thai teenagers.

CHAPTER 5

DISCUSSION

This chapter summarized the descriptive findings, hypotheses testing and the discussion of the findings of the study. In addition, this chapter provided the limitations of the study and recommendations for application and for future research. The summary of the chapter is as follows:

- 5.1 Summary and Discussion of Descriptive Findings
- 5.2 Summary and Discussion of Hypothesis Testing
- 5.3 Recommendation for Future Research
- 5.4 Recommendation for Future Application
- 5.5 Limitations of the Study

5.1 Summary and Discussion of Descriptive Findings

Hip-Hop society has been constantly expanding around the world and it represent a culture. Thai teenagers who love to listen to Hip-Hop through YouTube tend to incorporate Hip-Hop culture into their daily lives. The distinguishing language of Hip-Hop culture also expanded in many countries around the world. Code mixing and Code switching was often used in the Hip-Hop rhymes within the song. Some Thai Hip-hop songs also used English code mixing and code switching in their songs. The research aimed to examine the influence of the Thai celebrity endorsement in Hip-Hop songs, their perception of personal brand and their intentions

to learn English language through the use of English code ending and code switching promoted on YouTube. There were three hypotheses that were examined in this research.

The study used data from 200 participants who completed the survey. The descriptive results showed that majority of the respondents were male (52.0%, n=104), followed by female (48.0%, n=96). The analysis results showed that the age of the sample was mainly 18-21 years old (37.0%, n=74), followed by samples aged 26-29 years old (25.0%, n=50), 22-25 years old (22.5%, n=45), 34-37 years old (6.5%, n=13), 30-33 years old (5.0%, n=10), and more than 38 years old (4.0%, n=8), respectively.

The descriptive results revealed that the respondents had Medium level of source credibility ($X = 4.46$, $SD = 2.00$). According to the survey results in chapter 4, the majority of interviewees' perception toward source credibility of the celebrity endorsements in Hip-Hop song through YouTube. The source credibility was measured in three dimensions, trustworthiness, expertise and attractiveness. Trustworthiness consists of trustworthy, honesty, dependability, reliability and sincerity. Expertise consists of experience, knowledge, qualification and skill. Attractiveness involves physical appeal, charm, elegance, beauty and sexiness. When examining each key construct of the source credibility of P Way's endorsement, the findings found that respondents ranked all key constructs in the medium level, having attractiveness as the highest mean ($X = 4.53$, $SD = 1.89$) followed by expertise ($X = 4.44$, $SD = 2.02$), trustworthiness ($X = 4.40$, $SD = 1.78$), respectively. Attractive had positive effect on dependent variable but expertise had negative effect because Beta is negative. And trustworthiness had no significant effect.

The past study examined the strategies of political impression management from a source credibility perspective, there were additional addition of source credibility dimensions. “closeness” is added in based on the previous studies of political branding and celebrity studies. The result found that attractiveness and closeness have positive effects toward participants’ behaviors on social media while expertise showed no effect toward participants (Li & Yin, (2018). This proved why the highest ranked is attractiveness of the source credibility. While lowest ranked of trustworthiness doesn’t have impact on source credibility in this case.

The descriptive results showed the respondents had Medium level of personal brand perception ($X = 3.63$, $SD = 1.17$). The satisfaction level of each element of source credibility, the perception toward the personal brand of celebrity endorsement (P Way, Thaitanium). The personal brand was measured in seven aspects, (1) social standard, (2) brand character and style, (3) leadership, (4) brand value, (5) characteristics, and (6) teamwork. The SPSS program was used to compute the awareness of the customers brand perception into one variable and analyzed the statistical result. When examining each key construct of the source credibility of P Way’s endorsement, the findings presented the respondents ranked all key constructs in the medium, having brand style as the highest mean ($X = 3.94$, $SD = .91$) followed by leadership ($X = 3.83$, $SD = 1.01$), social standard ($X = 3.82$, $SD = 1.00$), teamwork ($X = 3.60$, $SD = 1.25$), personality ($X = 3.53$, $SD = 1.24$), character ($X = 3.52$, $SD = 1.30$), value ($X = 3.50$, $SD = 1.30$), respectively. Personal brand style has the most effective on Thai teenagers, followed by leadership, social standard, teamwork, personality, character and value. All measures had positive effect on independent variable. Hip-Hop clothing brands emerged and grown amongst the artists and that

the fashion was an important part of the Hip-Hop culture (Lewis & Gray, 2013). This proved why the highest ranked is personal brand style. While lowest ranked of personal brand value doesn't have impact on source credibility in this case.

The descriptive results show that respondents having Medium level of language learning intention ($X = 3.55$, $SD = 1.32$). The satisfaction level of each element of source credibility of Thai celebrity endorsement (P Way, Thaitanium), the intention in English language learning of code mixing and code switching in Thai Hip-Hop songs. The language learning intentions measured self-confidence of language learning, the motivation to learn language, commitment to language learning, recognition of the importance of learning language, the sensibility of language learning and the need for language learning. When examining each key constructs of the source credibility of P Way's endorsement, the findings found that respondents ranked all key constructs in the medium, having the need for learning as the highest mean ($X = 3.80$, $SD = 1.20$) followed by a sense in learning ($X = 3.60$, $SD = 1.30$), recognition of importance ($X = 3.54$, $SD = 1.30$), motivation to learn ($X = 3.50$, $SD = 1.30$), commitment to learning ($X = 3.44$, $SD = 1.40$), confidence in learning ($X = 3.40$, $SD = 1.44$), respectively. Having the need for learn had the most positive effect, followed by recognition of importance, motivation to learn, commitment to learn, and confidence in learning. According to the past study, Wiriyachitra (2002) proved that the quality and characteristics of Thai university students that their English proficiency was low, and they were passive. The learners usually had problems while learning to speak, e.g., difficulties to utter words in the target language, absence of vocabulary to use, interference from mother tongue, and

lack of confidence to express themselves (Wiriyachitra, 2002). This proved why lowest ranked is the confidence in learning English language.

5.2 Summary and Discussion of Hypothesis Testing

There are three hypotheses tested and presented in this research.

H1: Source credibility (attractiveness, trustworthiness and expertise) of Thai celebrity endorsement (P Way) with the use of English code mixing on YouTube significantly influenced their personal brand recognition of Thaitanium.

From the testing of hypothesis 1, this study adopted Multiple Regression. The result revealed that the source credibility of the Thai celebrity endorsements in Hip-Hop songs through YouTube, did not significantly influence their perceived personal brand of P Way, Thaitanium ($F=2.980^{**}$, $p > 0.05$). However, when examining the power of each construct of source credibility, including trustworthiness, expertise and attractiveness, of the Thai celebrity endorsements, the findings found that trustworthiness, expertise, and attractiveness were significant predictors of their perceived personal brand ($F= 8.20^{**}$, $p < 0.05$), ranking attractiveness ($Beta=.44$, $p < 0.05$) as the highest influence, followed by expertise ($Beta=-.40$, $p < 0.05$), trustworthiness ($Beta=.10$, $p > 0.05$), respectively. The findings suggested that each dimension of source credibility were significant predictors of their perceived personal brand of P Way Thaitanium. Attractiveness and trustworthiness had positive effects on perceived personal brands, while expertise had negative effects on the perceived

personal brand of P Way Thaitanium. The study highlights the influence of Thai celebrities who have source credibility in trustworthiness, expertise and attractiveness on personal brand of celebrity. In 1989, McCracken mentioned the term of celebrity endorsement, “Any individual who enjoys public recognition and who used this recognition on behalf of a consumer good by appearing with it in an advertisement” (Ahmed, Mir, & Farooq, 2012). Celebrity endorsements with positive images affected the communication process of brand symbolism and consumer relations. Self-needs of the clientele are the motivation to brand association by using poised celebrity endorsements, which represent their self-identities (Mukherjee, 2009).

Hypothesis 1 revealed that the overall source credibility of the Thai celebrity endorsements of (P Way, Thaitanium) in Hip-Hop songs did not significantly influence Thai teenagers’ perception of the personal brand of P Way through YouTube. However, when examining each dimension of source credibility, the findings revealed that each key construct of source credibility (trustworthiness, expertise and attractiveness) had a significant positive effect on the Thai teenagers’ perception of the personal brand of P Way (as shown in Table 4.7). The findings suggested that each dimension of source credibility were significant predictors of their perceived personal brand of P Way Thaitanium, and attractiveness and trustworthiness had positive effects on the perceived personal brand while expertise had negative effects on the perceived personal brand of P Way Thaitanium. Hypothesis 1 is accepted, however expertise had negative effects on the perceived personal brand of P Way Thaitanium.

According to hypothesis 1 findings can be explained with two theories, including Language Expectancy Theory and Single-Shot Attitude Change Theory.

Language Expectancy Theory (LET) is a model related to communication strategies, behavioral change or a theory of persuasion. It is a role of expectation in the source, which the message might or might not be persuaded. This depended on the consideration of the change in their attitudes and/or behaviors. It is a persuader's expectation of change in attitudes and behaviors of the audiences (Brooks, 1970).

The audiences' perception toward source credibility whether they delivered the persuasion message effectively to the audiences. In this research, the source credibility's expectation to change the audiences' attitudes and/or behaviors toward personal brand perception. Each dimension of source credibility had a significant effect on their perceived personal brand of P Way, which means the source credibility's expectation can change the audiences' attitudes and/or behaviors toward personal brand.

Single-Shot Attitude Change Theory was developed by Hovland and the Yale (Demirdogen, 2010). The "silver bullet" metaphorical that one well-constructed and well delivered message, in order to create change on the audiences. The attitude is the most important factor to change people's behavior. It claimed that to create change the source has to create changes in the following stage in the audience; (1) creating attention, (2) promoting comprehension and understanding by providing knowledge, (3) creating acceptance, (4) promote retention/memory, and (5) promoting action, the theory posited that creating acceptance is the most important stage to create behavioral change. Source credibility of communicator included expertise, likeability, and similarity with the audiences. It was the use of a single persuasive message through the power of media and the influence on the audiences' behaviors changed (Hovland, et al., 1953). According to this theory, the hypothesis proved all

of the stages of creating change (creating attention, promoting comprehension and understanding by providing knowledge, creating acceptance, promoting retention/memory and encouraging action), which influenced the audience. In this research, the findings of each dimension of source credibility had a significant effect on their perception of personal brand, which suggests the source credibility can influence the audience in their behaviors toward the personal brand.

H2: Source credibility (attractiveness, trustworthiness and expertise) of Thai celebrity endorsement (P Way) in the use of English code mixing on YouTube significantly influenced language learning from English code mixing in Hip-Hop songs among Thai teenagers.

From the testing of hypothesis 2, Multiple Regression, the results revealed that the source credibility of the Thai celebrity endorsements (P Way, Thaitanium) in Hip-Hop songs with YouTube significantly influenced their intention in language learning ($F=6.954^{**}$, $p < 0.05$). The findings suggested that each dimension of source credibility of Thai celebrity (P Way Thaitanium) were significant predictors of their language learning intention. The findings highlight the influence of Thai celebrities having source credibility in trustworthiness, expertise and attractiveness toward language learning perception in Hip-Hop songs. Learning through music motivates and inspires the audience (Kao & Oxford, 2014). The classroom researched language learning videos (LLVs) through YouTube. The findings focused on five main categories: video characteristics, attractiveness, clarity, reaction and content. The results found that that the teachers should consider incorporating their

own contexts (include visuals) and target audiences toward the use of YouTube LLVs. The study observed the effectiveness of YouTube with pre-test and post-test examination, with the development of vocabulary (Heriyanto, 2018).

Hypothesis 2 discovered that the overall source credibility of Thai celebrity endorsements of (P Way, Thaitanium) in Hip-hop songs had a significant effect on Thai teenagers' language learning intentions through YouTube (as shown in Table 4.8). The study suggested that the source credibility influenced the intention of language learning of the participants. The findings suggested that each dimension of source credibility were significant predictors of their language learning intention of P Way, Thaitanium. When examining the power of each dimension of the source credibility, the findings revealed that attractiveness and trustworthiness had positive effects on language learning intentions, but expertise had a negative influence on language learning intentions among Thai teenagers. Hypothesis 2 is accepted, however expertise had negative influences on language learning intentions among Thai teenagers.

According to hypothesis 2, this research can be explained with two theories, including Language Expectancy Theory and Single-Shot Attitude Change Theory too like hypothesis 1. Language Expectancy Theory (LET) is a model related to communication strategies, behavioral change or a theory of persuasion. It is a role of expectation in the source, which the message might or might not be persuaded. This depended on the consideration of change in their attitudes and/or behaviors. It is a persuader's expectation of the change in attitudes and behaviors of the audiences (Brooks, 1970). The audiences' perception toward source credibility, whether they delivered the persuasion message effectively to the audiences. In this research, the

source credibility's expectation significantly changes the audiences' attitudes and/or behaviors toward language learning intention. Each dimension of source credibility was significant, which implied that the source credibility's expectation can change the audiences' attitudes and/or behaviors toward language learning intentions.

Single-Shot Attitude Change Theory was developed by Hovland and the Yale (Demirdogen, 2010). The "silver bullet" metaphorical that one well-constructed and well delivered message, in order to create change on the audiences. The attitude is the most important factor to change people's behavior. It claimed that to create change the source has to create changes in the following stage in the audience; (1) creating attention, (2) promoting comprehension and understanding by providing knowledge, (3) creating acceptance, (4) promote retention/memory, and (5) promoting action, the theory posited that creating acceptance is the most important stage to create behavioral change. Source credibility of communicator included expertise, likeability and similarity with the audiences. It is the use of a single persuasive messages through the power of media and the influence on the audiences' behaviors changed (Hovland, et al., 1953). According to the theory, the hypothesis proved all of the stages of creating change (creating attention, promoting comprehension and understanding by providing knowledge, creating acceptance, promoting retention/memory and encouraging action), which influenced the audience. In this research, the findings of each dimension of source credibility had a significant effect on language learning intention, as a result, the source credibility influenced the audiences in their language learning intention. This explain how source credibility could create acceptance because Thai teenager perceived P Way, Thaitanium to have high attractiveness and trustworthiness which stimulate them to learn English

language with P Way, Thaitanium through Hip-Hop song. Although Thai teenagers perceived expertise of P Way, Thaitanium negatively, this might be because Thai teenagers knew that P Way, Thaitanium did not have high education thus has no expertise in teaching English. Further suggestion is that Hip-hop singer who want to teach English language through song may need a degree to create expertise.

H3: Thaitanium personal brand significantly influenced Thai teenagers' language learning intention in English code mixing of Hip-Hop songs.

From the testing of hypothesis 3, Multiple Regression, revealed the personal brand of Thai celebrity endorsements (P Way, Thaitanium) in Hip-Hop songs with YouTube, significantly influenced their intention in language learning ($F=6.954^{**}$, $p < 0.05$). From the testing, the results revealed that personal brand perception of Thai celebrities in Hip-Hop songs on YouTube significantly influence their language learning intentions.

The study highlighted the influence of the personal brand of the source on Thai teenagers' language learning perception and the attractiveness in Hip-Hop songs. The used and analyzed the popular song "Let It Go" from" from the Disney film Frozen. The past study proved the improvements of the first-grade students' vocabulary, through rap music (Savitri & Rahman, 2016). The findings showed successful improvements in the students' vocabulary through rap music. The use of code mixing and code switching in Instagram and Facebook proved that the main reason of code mixing and code switching was the need and intention of clarifying

speech and improvement in their learning vocabulary of the English language (Cheha, 2017).

Hypothesis 3 found that the overall perception of the personal brand of P Way (social standards, style, leadership, personality, value, character and teamwork) of the Thai celebrity endorsements of (P Way, Thaitanium) had a significant effect on Thai teenagers' language learning intentions through YouTube (as shown in Table 4.9). The study suggested that Thai teenagers' perception of the personal brand influenced the intentions of language learning of the participants. When examining the power of each dimension of the personal brand, the findings suggested that personality, teamwork, character and value had a significant positive effect on their language learning intentions, while leadership and style did not affect their language learning intentions. Style and social standards had negative effects on their language learning intentions among Thai teenagers. Hypothesis 3 is accepted, while leadership and style did not affect their language learning intentions, however style and social standards had negative effects on their language learning intentions among Thai teenagers.

According to hypothesis 3, the findings can be explained with theories, including Language Expectancy Theory and Single-Shot Attitude Change Theory. Language Expectancy Theory (LET) is a model related to communication strategies, behavioral change or a theory of persuasion. It is a role of expectation in the source, which the message might or might not be persuaded. This depended on the consideration of the change in their attitudes and/or behaviors. It is a persuader's expectation of the change in attitudes and behaviors of the audiences (Brooks, 1970).

The audiences' perception toward source credibility whether they delivered the persuasion message effectively to the audiences. In this research, source credibility with personal brand perceptions expected to change the audiences' attitudes and/or behaviors toward language learning intentions. Research found that each dimension of personal brand perception had a significant effect on their language learning intention, which suggested that their perception of personal brand may change the audiences' attitudes and/or behaviors toward language learning intentions.

Single-Shot Attitude Change Theory was developed by Hovland and the Yale Group (Demirdogen, 2010). The "silver bullet" metaphorical that one well-constructed and well delivered message, in order to create change on the audiences. The attitude is the most important factor to change people's behavior. It claimed that to create change the source has to create changes in the following stage in the audience; (1) creating attention, (2) promoting comprehension and understanding by providing knowledge, (3) creating acceptance, (4) promote retention/memory, and (5) promoting action, the theory posited that creating acceptance is the most important stage to create behavioral change. The source credibility of the communicator included expertise, likeability and similarity with the audiences. With the use of a single persuasive message through the power of media and the influence on the audiences', behaviors changed (Hovland, et al., 1953). According to the theory, the hypothesis proved all of the stages of creating change (creating attention, promoting comprehension and understanding by providing knowledge, creating acceptance, promoting retention/memory and encouraging action), which influenced the audience. In this research, the findings of each dimension of personal brand perception were significant, which determined that personal brand perception can influence the

audiences in their behavioral change toward the language learning intentions. This explain how personal brand perception could create acceptance because Thai teenager perceived P Way, Thaitanium to have high personality which stimulate them to learn English language with P Way, Thaitanium through Hip-Hop song.

5.3 Recommendations for Future Research

5.3.1 The research about attitude can be conducted by using the qualitative approach and may use the approach to critical research as well. Quantitative research conducted by the questionnaire and determined according to the questionnaire. If the researcher used the qualitative and/or critical approach, the researcher will find the results with deeper insight and information from the participants.

5.3.2 There may be other factors of celebrities' endorsement in learning intention and perception of personal brand on YouTube that could impact the participants. Therefore, the researcher can study the hidden factors that may reflect the Thais' attitude toward learning English!

5.4 Recommendations for Future Application

5.4.1 The findings of hypotheses 1 found that each dimensions of source credibility of Thai celebrity endorsements in hip-hop songs on YouTube had a significant Thai teenagers' perception of personal brand of P Way, Thaitanium. The findings concluded that source credibility (trustworthiness, expertise and attractiveness) of the Thai celebrity in Hip-Hop songs has positive attitude towards their perception of personal brand of P Way, Thaitanium. If the characteristic and source credibility of Thai celebrities' match the expectation of the audience's

perception toward the personal brand, the attitude of the participants will be positive toward the personal brand too. Some examples include, social standards, style, leadership, personality, value, character and teamwork. Therefore, any brand can use Thai celebrities' endorsement to create a personal brand of other Hip-Hop singers. If the source credibility of Hip-Hop singers matches with the expectation of audience, the participant will have positive attitude towards personal brand of the singers.

5.4.2 The findings of hypotheses 2 found that the source credibility of Thai celebrity endorsements in hip-hop songs on YouTube significantly influence the language learning intentions of the participants. The findings concluded that the source credibility (trustworthiness, expertise and attractiveness) of the Thai celebrity in Hip-Hop songs had a significant effect on language learning intentions. There are six levels of language learning intentions; confidence in learning, motivation to learn, commitment to learning, recognition of importance, sensibility in learning and need for learning. Any hip-hop song can use Thai celebrity endorsement in the song to build participants' language learning intentions. Celebrity endorsements may lead the audience to have intentions to language learning.

5.4.3 The findings of hypotheses 3 found that Thai teenagers' perception of personal brand of Thai celebrity significantly affect their language learning intention in hip-hop songs on YouTube. This study concluded that their perception personal brand (trustworthiness, expertise and attractiveness) of the Thai celebrity in hip-hop songs may impact the sample of the study in language learning intentions. There are six levels of language learning intentions; confidence in learning, motivation to learn, commitment to learning, recognition of importance, sensibility in learning and need

for learning. Any hip-hop song can use the personal brand of the Thai celebrities' endorsement within the song to build participants' language learning intentions.

5.5 Limitations of the Study

5.5.1 The limitations of using the questionnaires in different languages to obtain sample information in the research tool developed in English, translated into Thai. Therefore, there may be culturally difference in the use of languages between English and Thai. However, repeated translation helped reduce the development of this limitation.

5.5.2 The age range of source credibility and the age range of the samplings may not be relevant, in this research. P Way, Thaitanium is well known among a specific group who love Hip-Hop in the beginning of 90s, But the samplings mostly are below 21 years old. They tend to listen to updated new Hip-Hop artists. The study suggested that the age gap between the respondents and the singer or the source should be in the same range, in order to have significantly result.

5.5.3 This research required more time to study. According to the time limitation of the course study, it effected the time when collecting data. If a researcher was interested in discovering the influence of celebrities' endorsement in Hip-Hop songs toward the participants' attitude, he or she may expand the time of the study and design the appropriate questionnaire.

BIBLIOGRAPHY

- Abidin, M. J. Z., Mohammadi, M. P., Sigh, K. K. B., Azman, R., & Souriyavongsa, T. (2011). Theory and practice in language study. *The effectiveness of using song in YouTube to improve vocabulary competence among upper secondary school studies*, 1(11), 1488-1496. DOI: 10.4304/tpls.1.11.1488-1496.
- Agosto, D. E., & Abbas, J. (2010). *High school seniors' social network and other ICT use preferences and concerns*. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1002/meet.14504701025>
- Ahmed, A., Mir, F. A., & Farooq, O. (2012). *Effect of celebrity endorsement on customers' buying behavior; A perspective from Pakistan*. Retrieved from <https://journal-archievs23.webs.com/584-592.pdf>
- Al-Kamel, M. (2018). *The positive effect of ICT on the English language learning and teaching*. Retrieved from https://www.researchgate.net/publication/329572075_The_positive_Effect_of_ICT_on_the_English_Language_Learning_and_Teaching
- Alhamami, M. (2013). *Observation of YouTube language learning videos (YouTube LLVS)*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1144149.pdf>
- Alim, H. S. (2004). *Hip hop nation language*. Retrieved from https://www.researchgate.net/publication/292061927_Hip_hop_nation_language

- Amos, C., Holmes, G., & Strutton, D. (2008). *International journal of advertising. Exploring the relationship between celebrity endorser effects and advertising effectiveness*. 27(2), 209-234. DOI:
<https://doi.org/10.1080/02650487.2008.11073052>
- Atl, V. (2018, June 6). *The impact of rap music videos on teenage society*. Retrieved from <https://voxatl.org/impact-rap-music-videos-teenage-society/>
- Badaoui, K., Lebrun, A. M., & Bouchet, P. (2012, July 5). *Clothing style, music, and media influences on adolescents' brand consumption behavior*. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/mar.20544>
- Bakeer, A. M. (2018). *Effects of information and communication technology and social media in developing students' writing skill: A case of Al-Quds open university*. Retrieved from
https://www.ijhssnet.com/journals/Vol_8_No_5_May_2018/5.pdf
- Bennett, D. & Diamond, W. (2012). *Street credibility: What is it? Why is it so appealing to diverse consumer groups?* Retrieved from
http://www.acrwebsite.org/volumes/v40/acr_v40_12805.pdf
- Bennui, P. (2017). *Speaking Tinglish for professional communication: A reflection of Thai English used by tour guides along the Andaman Sea*. Retrieved August 2, 2019, from
<http://www.thaiscience.info/Journals/Article/SUIJ/10988639.pdf>
- Berman, U., Das, A., Wagner, J., & Foster, J. (2014). *Code-mixing: A challenge for language identification in the language of social media*. Retrieved from
<https://www.aclweb.org/anthology/W14-3902>

- Bhatt, N., Jayswal, R., & Patel, J. D. (2013). *Impact of celebrity endorser's source credibility on attitude towards advertisements and brands*. Retrieved from https://www.researchgate.net/publication/283299097_Impact_of_Celebrity_Endorser's_Source_Credibility_on_Attitude_Towards_Advertisements_and_Brands
- Boyd, D., & Ellison, N. (2008). *Social network sites: Definition, history, and scholarship*. Retrieved from [https://www.scirp.org/\(S\(czeh2tfqyw2orz553k1w0r45\)\)/reference/ReferencesPapers.aspx?ReferenceID=1600967](https://www.scirp.org/(S(czeh2tfqyw2orz553k1w0r45))/reference/ReferencesPapers.aspx?ReferenceID=1600967)
- Brodsky, W. (2011, January 24). Developing a functional method to apply music in branding: Design language-generated music. *Psychology of music*, 39(2), 261-283. DOI: <https://doi.org/10.1177/0305735610387778>
- Carlo, S. D. (2015). *Pathos as communicative strategy for online knowledge dissemination: The case of TED talks*. Retrieved from <http://ejournals.ukm.my/31/article/view/7611>
- Carroll, A. (2008, December 19). Journal of brand management. *Brand communication in categories using celebrity endorsement*. 17(2), 146-158. DOI: 10.1057/bm.2008.42
- Cayari, C. (2011). *The YouTube effect: How YouTube has provided new ways to consume, create, and share music*. Retrieved from https://www.researchgate.net/publication/234579002_The_YouTube_Effect_How_YouTube_Has_Provided_New_Ways_to_Consume_Create_and_Share_Music

- Chairat, P. (2001). *English code-mixing and code-switching in Thai songs*. Retrieved from <https://www.tci-thaijo.org/index.php/NJLC/article/view/46944>
- Cheha, A. (2017). *The use of code switching on Instagram and Facebook by Thai students in university of Muhammadiyah Malang (UMM)*. Retrieved from <http://eprints.umm.ac.id/35778/>
- Chen, H. M. & Chung, H. M. (2017). A scale for CEO personal brand measurement. *South African journal of business management*. 48(2), 23-32. DOI: 10.4102/sajbm.v48i2.25
- Cheng, X., Dale, C., & Liu, J. (2008). *Statistics and social network of YouTube videos*. Retrieved from <https://ieeexplore.ieee.org/abstract/document/4539688>
- Cheung, M. Y., Luo, C., Sia, C. L., & Chen, H. (2014 December 8). Credibility of electronic word-of-mouth: Informational and normative determinants of online consumer recommendations. *International journal of electronic commerce*. 13(4), 9-38. DOI: <https://doi.org/10.2753/JEC1086-4415130402>
- Cundiff, G. (2013). *The influence of rap/hip-hop music: A mixed-method analysis on audience perceptions of misogynistic lyrics and the issue of domestic violence*. Retrieved from <https://www.elon.edu/u/academics/communications/journal/wp-content/uploads/sites/153/2017/06/02CundiffEJSpring13.pdf>

- Dabbagh, N., & Kitsantas, A. (2012). The Internet and higher education. *Personal learning environments, social media, self-regulated learning: A natural formula for connecting formal and informal learning*. 15(1), 3-8. DOI: <https://doi.org/10.1016/j.iheduc.2011.06.002>
- Demirdogen, U. D. (2010). *The roots of research in (political) persuasion: Ethos, Pathos, Logos and the Yale studies of persuasive communication*. Retrieved from <https://dergipark.org.tr/en/download/article-file/164133>
- Demirdogen, U. D. (2011, November 1). *The roots of research in (political) persuasion: Ethos, Pathos, Logos and the Yale studies of persuasive communications*. Retrieved from <http://www.acarindex.com/dosyalar/makale/acarindex-1423904068.pdf>
- Dillard, P. J. & Pfau, M. (2002). *The persuasion handbook: Developments in theory and practice*. Retrieved from https://books.google.co.th/books?id=I_ByAwAAQBAJ&printsec=frontcover#v=onepage&q&f=false
- Epps, A. C., & Dixon, T. L. (2017, May 26). A comparative content analysis of anti- and prosocial rap lyrical themes found on traditional and new media outlets, *Journal of Broadcasting & Electronic Media*. 61(2), 467-498. DOI: <https://doi.org/10.1080/08838151.2017.1309411>
- Erdogan, B. Z. (1999). *Journal of marketing management. Celebrity endorsement: A literature review*. 15(4), 291-314. DOI: <https://doi.org/10.1362/026725799784870379>

- Fachriyeh, E. (2017). *The function of code switching in an English language classroom*. Retrieved from https://www.researchgate.net/publication/320205031_The_functions_of_code_switching_in_an_English_language_classroom
- Friedman, H. H., Santeramo, M. J., & Traina, A. (1978). Journal of the academy of marketing science. *Correlates of trustworthiness for celebrity*. 6(4), 291-299. DOI: <https://doi.org/10.1007/BF02732313>
- Friestad, M., & Wright, P. (1999, February 5). Everyday persuasion knowledge. *Psychology & marketing*. DOI: [https://doi.org/10.1002/\(SICI\)1520-6793\(199903\)16:2<185::AID-MAR7>3.0.CO;2-N](https://doi.org/10.1002/(SICI)1520-6793(199903)16:2<185::AID-MAR7>3.0.CO;2-N)
- Giffin, K. (1967). The contribution of study of source credibility to a theory of interpersonal trust in the communication process. *Psychological bulletin*. 68(2), 104-120. DOI: <http://dx.doi.org/10.1037/h0024833>
- Gloor, S. (2014). *A historical analysis of people, places, and products in pop music lyrics*. Retrieved from <https://search.proquest.com/openview/4b8150db1108274324c243ee28b97712/1?pq-origsite=gscholar&cbl=2032488>
- Good, A., Russo, F. A., & Sullivan, J. (2015). *The efficacy of singing in foreign-language learning*. Retrieved from https://www.researchgate.net/publication/264084028_The_efficacy_of_singing_in_foreign-language_learning
- Gorman, M. (2009). *What is YouTube's slogan? What does it mean?* Retrieved from <https://www.quora.com/What-is-YouTubess-slogan-What-does-it-mean>

- Guardia, F. R. & Lopez, F. J. M. (2013). Handbook of strategic e-business management. *The persuasive influence of Electronic word of mouth (eWOM) on today's social consumer*. DOI: https://doi.org/10.1007/978-3-642-39747-9_34
- Gupta, R., Kishor, N., & Verma, D. (2017). *Construction and validation of a five-dimensional celebrity endorsement scale: Introducing the pater model*. Retrieved from <http://www.eajournals.org/wp-content/uploads/Construction-and-Validation-of-a-Five-Dimensional-Celebrity-Endorsement-Scale-Introducing-the-Pater-Model.pdf>
- Haiman, F. S. (2009, June 2). An experimental study of the effect of ethos in public speaking. *Communication monograph*. 16(2), 190-202. DOI: <https://doi.org/10.1080/03637754909374974>
- Haugsbakk, G., & Nordkvelle, Y. (2007, March 1). The Rhetoric of ICT and the new knowledge of learning: A critical analysis of the use of the ICT in the curricular. *European educational research journal*. 6(1), 1-12. DOI: <https://doi.org/10.2304/eej.2007.6.1.1>
- Herbig, P. & Milewicz, J. (1995). *The relationship of reputation and credibility to brand success*. Retrieved from <https://go.galegroup.com/ps/anonymous?id=GALE%7CA17440654&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=07363761&p=AONE&sw=w>

- Heriyanto, D. (2011). *The effectiveness of using YouTube for vocabulary mastery*. Retrieved from https://www.researchgate.net/publication/324572299_The_Effectiveness_of_Using_Youtube_for_Vocabulary_Mastery
- Hou, M. (2018, January 3). Convergence: The International journal of research into new media technologies. *Social media celebrity and institutionalization of YouTube*. 25(3), 534-553. DOI: <https://doi.org/10.1177/1354856517750368>
- Hovland, C. I. (2019, June 24). *Carl Hovland: Biography and persuasive communication research*. Retrieved from <https://exploringyourmind.com/carl-hovland-biography-and-persuasive-communication-research/>
- Hovland, C. I. (2019, September 26). *Encyclopedia of world biography*. Retrieved from <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/carl-i-hovland>
- Ibanez, V. A., Zander, M., & Hartmann, P. (2010, December 4). *Memory, emotion and rock n' roll: The influence of music in advertising, on brand and endorser perception*. Retrieved from http://www.academicjournals.org/app/webroot/article/article1380532069_Ib%C3%A1%C3%B1ez%20et%20al.pdf
- Icha, O., & Edwin, A. (2016). *Effectiveness of social media networks as a strategic tool for organizational marketing management*. Retrieved from <http://www.icommercecentral.com/open-access/effectiveness-of-social-media-networks-as-a-strategic-tool-for-organizational-marketing-management.pdf>

- Israel, H. (2013). *Language learning enhanced by music and song*. Retrieved from https://www.researchgate.net/publication/307917016_Language_Learning_Enhanced_by_Music_and_Song
- Jayaswal, N. (2008). *Managing advertising, celebrity endorsements as a strategy and publicity*. Retrieved from https://www.academia.edu/4171018/21003485_celebrity_endorsement_A_case_study_on_Pepsi_1
- Jothi, P. S., Maraimalai, N. & Prasad, R. S. (2011). Analysis of social networking sites: A study on effective communication strategy in developing brand communication. *Journal of media and communication studies*. Retrieved from http://www.academicjournals.org/app/webroot/article/article1380266912_Jothi%20et%20al.pdf
- Kabooha, R., & Elyas, T. (2015). *The impact of using YouTube video on learning vocabulary in Saudi EFL classrooms*. Retrieved from https://www.researchgate.net/publication/283153582_The_Impacts_Of_Using_Youtube_Videos_On_Learning_Vocabulary_In_Saudi_Efl_Classrooms
- Kalita, D., & Baishya, A. (2017). *A scope of educational service over social media and the potential of transforming modern library service supporting it*. Retrieved from https://www.researchgate.net/publication/324057671_The_scope_of_educational_services_over_social_media_and_the_potential_of_transforming_modern_library_services_supporting_it

- Kamalipour, Y. R. (2007). *Global communication*. Retrieved from https://books.google.co.th/books/about/Global_Communication.html?id=tqd1QgAACAAJ&redir_esc=y
- Kao, T. A., Oxford, R. L. (2014). *Learning language through music: A strategy in building inspiration and motivation*. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0346251X14000074>
- Kennedy, V. (2014). *Critical, cultural and multimodal approaches to using song as literature in language*. Retrieved from <https://www.ceeol.com/search/article-detail?id=96341>
- Keyton, J. (2011). *Communication research: Asking questions, finding answers* (3rd ed.). New York: McGraw-Hill Education. Retrieved from <http://www.southern.edu.my/exam%20paper/DJJ/2010/second/COMMUNICATION%20RESEARCH%20METHODOLOGY.pdf>
- Khullar, P. (2017, February 6). *Difference between code-mixing and code-switching*. Retrieved from <http://languagelinguistics.com/2018/02/06/difference-code-mixing-code-switching/>
- Khullar, P. (2017, June 27). *Coding-mixing in sociolinguistics*. Retrieved from <http://languagelinguistics.com/2017/06/27/code-mixing-sociolinguistics/>
- Kongkerd, W. (2015). *Code-switching and code-mixing in Facebook conversations in English among Thai users*. Retrieved from <https://www.tci-thaijo.org/index.php/executivejournal/article/view/81265>
- Lassar, W., Mittal, B., & Sharma, A. (1995). "Measuring customer-based brand equity". *Journal of consumer marketing*. 12(4), 11-19. DOI: <https://doi.org/10.1108/07363769510095270>

- Lewis, L. Y. & Gray, N. (2013). *The maturation of hip-hop's menswear brands: Outfitting the urban consumer*. Retrieved from https://www.researchgate.net/publication/263684302_The_Maturation_of_Hip-Hop's_Menswear_Brands_Outfitting_the_Urban_Consumer
- Li, Z. & Yin, Y. (2018). *Attractiveness, expertise and closeness: The effect of source credibility of the first lady as political endorser on social media in China*. Retrieved from <https://doi.org/10.1177/2059436418819228>
- Likhithongsathorn, T., & Sappapan, P. (2013). *Study of English code-mixing and code-switching in Thai pop song*. Retrieved from <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/494.pdf>
- Lui, L., & Standing, L. (1989). Communicator credibility: Trustworthiness defeats expertness. *Social behavior & personality: an international journal*. 17(2), 219-222. DOI: <https://doi.org/10.2224/sbp.1989.17.219>
- Lupia, A., McCubbins, D. M., & Popkin, L. S. (2000). *Elements of reason: Cognition, Choice, and the bounds of rationality*. Retrieved from https://books.google.co.th/books/about/Elements_of_Reason.html?id=oXC40W4HmaIC&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q=source%20credibility&f=false
- Marwick, A., & Boyd, D. (2011, May 19). *To see and be seen: Celebrity practice on twitter*. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/1354856510394539>

- Mataruga, J. (2011). *Some aspect of hip-hop nation language (HHNL) from a linguistic point of view*. Retrieved from https://dspace.cuni.cz/bitstream/handle/20.500.11956/50423/BPTX_2010_1__0_272345_0_92683.pdf?sequence=1&isAllowed=y
- McCroskey, J. C., & Teven, J. J. (1999). *Goodwill: A reexamination of the construct and its measurement*. Retrieved from http://www.jamescmccroskey.com/measures/source_credibility.htm
- Muda, M., Musa, R., & Putit, L. (2010). Breaking through the clutter in media environment: How do celebrities help? *Procedia-social and behavioral sciences* 42. 374-382. DOI: 10.1016/j.sbspro.2012.04.201
- Mukherjee, D. (2009, August 10). *Impact of celebrity endorsement on brand image*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1444814
- Navarro, L., & Enrique, J. (2011). *Brand personification through music as brand knowledge: Learning from the perspective of consumers of Hip-Hop music in Sweden, on the association of music in sneaker brands*. Retrieved from <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A416041&dswid=8699>
- Ohanian, R. (2013, May 29). Construction and validation of a scale to measure celebrity endorser' perceived expertise, trustworthiness, and attractiveness. *Journal of Advertising*. 19(3), 39-52. DOI: <https://doi.org/10.1080/00913367.1990.10673191>

- Onkhao, T., & Tipayasuparat, N. (2018, May 4). *A study of English code-mixing in Thai Hip-Hop songs*. Retrieved from <https://rsucon.rsu.ac.th/files/proceedings/nation2018/G4-NA18-076.pdf>
- Park, H., H. (2011, April 30). *Effects of characteristic change of Hip-Hop' culture on popular fashion*. Retrieved from <http://www.koreascience.or.kr/article/JAKO201117154419298.page>
- Patzer, G. L. (1983). Source credibility of function of communicator physical attractiveness. *Journal of business research*. 11(2), 229-241. DOI: [https://doi.org/10.1016/0148-2963\(83\)90030-9](https://doi.org/10.1016/0148-2963(83)90030-9)
- Pornpitakpan, C. (2006, July 31). The persuasiveness of source credibility: A critical review of five decades' evidence. *Journal of applied social psychology*. 34(2), 243-281. DOI: <https://doi.org/10.1111/j.1559-1816.2004.tb02547.x>
- Power, D., & Hauge, A. (2008, February 1). Growth and change: A journal of urban and regional policy. *No man's brand-brands, institution, and fashion*. 39(1), 123-143. DOI: <https://doi.org/10.1111/j.1468-2257.2007.00408.x>
- Roozen, I., & Claeys, C. (2009). *Are we aware of product placement in music videos?* Retrieved from https://www.researchgate.net/publication/254420666_Are_We_Aware_of_Product_Placements_in_Music_Videos
- Rose, T. (1994). *Black noise: Rap music and black culture in contemporary America*. Retrieved from <https://www.jstor.org/stable/3052359>

Rossler, P. (2017). *The international encyclopedia of media effect, 4 volume set.*

Retrieved from

https://books.google.co.th/books/about/The_International_Encyclopedia_of_Media.html?id=rvYWMQAACAAJ&redir_esc=y

Ruth, N. (2018, May 3). “If you wanna make the world a better place”: factors influencing the effect of songs with prosocial lyrics. *Psychology of music*. 47(4), 568-584. DOI: <https://doi.org/10.1177/0305735618766687>

Ruth, N. (2018, September 1). “They don’t really care...”: Effect of music with prosocial content and corresponding media coverage on prosocial behavior. 22(3), 415-433. DOI: <https://doi.org/10.1177.1029864917716735>

Santana, C. J., Santillan, G. A., Nieto, F. C., & Martinez, L. J. M. (2017). Measuring attitude toward learning English as a second language: Design and validation of a scale. *Journal of psychological and educational research*. 25(2), 165-182. Retrieved from http://www.marianjournals.com/files/JPER_articles/JPER_25_2_2017/Santana-et-all_JPER_252_165_182.pdf

Santosh, S., Chouthaiwale, Adulkareem, M. & Al-Kamel, M. (2018) *The positive effect of ICT on the English language learning and teaching*. Retrieved from https://www.researchgate.net/publication/329572050_The_positive_Effect_of_ICT_on_the_English_Language_Learning_and_Teaching

- Savitri, D. E., & Rahman, I. F. (2016). *The use of rap music to improve the students' vocabulary mastery at the first-grade students of SMPN 2 papalang mamuju regency*. Retrieved from <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/3110>
- Sawatkamtorn, S. (2006). *Music content and identity of Thai hip-hop fan*. Retrieved from <http://cuir.car.chula.ac.th/handle/123456789/58803>
- Schroeder, J. E. (2005, November 1). The artist and the brand. *European journal of marketing*. 39(11), 1291-1305. DOI: <https://doi.org/10.1108/03090560510623262>
- Simeon, R. (2006, August 1). Marketing intelligent & planning. *A conceptual model linking brand building strategies and Japanese popular culture*. 24(5), 463-476. DOI: <https://doi.org/10.1108/02634500610682863>
- Smith, D. (2014, January 11). Celebrity studies. *Charie is so 'English'-like: Nationality and the branded celebrity person in the age of YouTube*. 5(3), 256-274. DOI: <https://doi.org/10.1080/19392397.2014.903160>
- Spry, A., Pappu, R., & Cornwell, T. B. (2011, May 31). *European journal of marketing. Celebrity endorsement, brand credibility and brand equity*. 45(6), 882-909. DOI: <https://doi.org/10.1108/03090561111119958>
- Surana, R. (2008). *The effectiveness of celebrity endorsement in India Table of contents*. Retrieved from https://www.academia.edu/4171017/The_Effectiveness_of_Celebrity_Endorsement_in_IndiaTable_of_Contents

- Sutherland, M. (2000). *Advertising and mind of consumer*. Retrieved from http://www.sutherlandsurvey.com/Column_pages/Neuromarketing_whats_it_all_about.htm
- Sylvester, R. (2018). *Can a popular music artist be justifiably regarded as a brand?* Retrieved from <https://bucks.collections.crest.ac.uk/17533/>
- Tropeano, E. (2006). *Does rap or rock music provoke violent behavior?* Retrieved from <http://library.wcsu.edu/dspace/bitstream/0/35/1/tropeano.pdf>
- Um, N., & Lee, W. (2015). Korean advertising practitioners' perspectives on celebrity endorsement. *Journal of Promotion Management*, 21(1), 33-54.
DOI: 10.1080/10496491.2014.946210
- University of Twente (2003). *Communication theory*. Retrieved from <https://www.utwente.nl/uc/f32b97e4401021a2d8f00d5e2e5030c0add13d6eed6e400/Communication%20Theories%20University%20of%20Twente%20-%20UTwente%20-%20The%20Netherlands.pdf>
- Wardhaugh, R. (2006). *An introduction to sociolinguistics*. Retrieved from http://home.lu.lv/~pva/Sociolingvistika/1006648_82038_wardhaugh_r_an_introduction_to_sociolinguistics.pdf
- Washburn, H. J. & Plank, E. R. (2002). Measuring brand equity: An evaluation of a consumer-based brand equity scale. *Journal of marketing theory and practice*. 10 (1), 46-62. Retrieved from <https://www.jstor.org/stable/40470060>
- We are social & Hootsuite's Digital. (2018). *Global digital report 2018*. Retrieved from <https://digitalreport.wearesocial.com>

Westenberg, W. (2016, September 26). *The influence of YouTubers on teenagers*.

Retrieved from https://www.sekonderzoek.be/wp-content/uploads/2016/03/Westenberg_MA_BMS.pdf

Westermann, C. F. (2008). Sound branding and corporate voice: strategic brand management using sound. *Usability of speech dialog systems*. 147-155.

DOI: https://doi.org/10.1007/978-3-540-78343-5_7

Wilson, J. A. J. (2011, April 8). New-school brand creation and creativity-lessons from Hip-Hop and the global branded generation. *Journal of brand management*.

19(2), 91-111. DOI: <https://doi.org/10.1057/bm.2011.7>

Wiriyachitra, A. (2002). *English Language Teaching and Learning in Thailand in the Decade*. Retrieved from

https://www.researchgate.net/publication/242127244_English_Language_Teaching_and_Learning_in_Thailand_in_this_Decade

Zander, M. F., Ibenez, V. A., & Hartmann, P. (2010). *Music in advertising: Effect on brand and endorser perception*. Retrieved from

https://link.springer.com/chapter/10.1007/978-3-8349-6006-1_9

APPENDICES



APPENDIX A

Questionnaire

The Influence of Thai Celebrity Endorsement in Hip-Hop song on YouTube Toward Customers' Brand Perception and Learning Intention with Thaitanium song: A Case of P Way, Thaitanium

This questionnaire is a partial requirement of ICA 701: Independent Study offered in the Master's degree in Global Communication, Bangkok University. This questionnaire is used to examine the influence of Thai celebrity endorsement in Hip-Hop song on YouTube toward customers' brand perception and learning intention. All of the information will be used for academic research only.

Thank you for your participation.

Name: Victoria Davis

E-mail: nikita.nasai@gmail.com

Part1: Participant Demographic

Put a ✓ in the box that matches with your answer.

1. Sex

1. Male

2. Female

2. Age

1. 18-21 years old

2. 22-25 years old

3. 26-29 years old

4. 30-33 years old

5. 34-37 years old

6. 38 years old >

3. Education level

1. High school 2. Bachelor degree
3. Master degree 4. Doctoral degree
5. Other
4. Occupation
1. Student 2. Employees
3. Government Officer 4. Freelance
5. Out of work
6. Others (Please specify)
5. Income (per month)
1. Below 10,000 THB 2. 10,001-20,000 THB
3. 20,001- 30,000 THB 4. 30,001- 40,000 THB
5. Over 40,001 THB
6. How frequently do you use YouTube?
1. Every 5-10 minutes 2. Every 30 minutes
3. Every hour 4. Every 2-3 hours
5. More than 3 hours
7. Do you subscribe any YouTube channel of Thai celebrities?
1. Yes 2. No

Part 2: Attitude toward ‘Source Credibility’ of Thai celebrity endorsement in Hip-Hop song on YouTube

Direction: To examine your attitude toward the source credibility (Trustworthiness, expertise and attractiveness) of P Way, Thaitanium after you have listened to his latest Hip-Hop song. On the scales below, indicate your feelings about the endorser. (1 = Extremely negative feeling, 2 = Strongly

negative feeling, 3 = Negative feeling, 4 = Neutral, 5 = Positive feeling, 6 = Strongly positive feeling, 7 = Extremely positive feeling) Circle on the scales below that reflects to your attitude toward celebrity endorsement
(e.g. Expert 1 2 3 4 5 6 7 Inexpert)

Trustworthy

To show dimension of trustworthiness, there are five items provided: trustworthy, honesty, dependable, reliable and sincerity. Please do the circle on ranking number that reflect your attitude toward the celebrity endorsement.

| | | | | | | | | |
|-------------|---|---|---|---|---|---|---|-----------|
| Distrust | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Trust |
| Dishonest | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Honest |
| Independent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Dependent |
| Unreliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Reliable |
| Insincere | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Sincere |

Expertise

To show dimension of Expertise, there are five items provided: expertise, experience, knowledgeable, qualification and skilled. Please do the circle on ranking number that reflect your attitude toward the celebrity endorsement.

| | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---------------|
| Inexpert | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Expert |
| Inexperience | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Experience |
| Uneducated | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Knowledgeable |
| Unqualified | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Qualified |
| Unskilled | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Skilled |

Attractiveness

To show dimension of attractiveness, there are five items provided: attractiveness, charm, elegance, beauty and sexy. Please do the circle on ranking number that reflect your attitude toward the celebrity endorsement.

| | | | | | | | | |
|--------------|---|---|---|---|---|---|---|------------|
| Unattractive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Attractive |
| Uncharmed | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Charmed |
| Inelegance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Elegance |
| Ugly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Beauty |
| Unsexy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Sexy |

Part3: Personal Brand of audiences to Thaitanium group

Direction: the part aim to examine your perception toward the personal brand (Thaitanium).

Put a ✓ in the box that reflects your attitude toward brand (Thaitanium), Hip-Hop songs after you saw their music on YouTube presented by P Way.

| Brand perception to Thaitanium group | | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|--------------------------------------|--|--------------------|-----------|-------------|--------------|-----------------------|
| 1. Standards | | | | | | |
| 1. | P Way, Thaitanium is rule orientation. | | | | | |
| 2. | P Way, Thaitanium has variety of experience. | | | | | |
| 2. Style | | | | | | |
| 2. | P Way, Thaitanium has creativity. | | | | | |
| 3. | P Way, Thaitanium has consistency. | | | | | |
| 3. Leadership | | | | | | |

| | | | | | | |
|-----------------------|--|--|--|--|--|--|
| 1. | P Way, Thaitanium has more ambition of business. | | | | | |
| 2. | P Way, Thaitanium is a charisma leader. | | | | | |
| 3. | P Way, Thaitanium has leading ability. | | | | | |
| 4. | P Way, Thaitanium has a sense of environment. | | | | | |
| 4. Personality | | | | | | |
| 1. | P Way, Thaitanium is out-going. | | | | | |
| 2. | P Way, Thaitanium has curiosity of everything. | | | | | |
| 3. | P Way, Thaitanium has human spirit. | | | | | |
| 4. | P Way, Thaitanium is full of energy. | | | | | |
| 5. | P Way, Thaitanium has daring to do something. | | | | | |
| 5. Values | | | | | | |
| 1. | P Way, Thaitanium focus on family security. | | | | | |
| 2. | P Way, Thaitanium is very happy. | | | | | |
| 3. | P Way, Thaitanium is very friendly. | | | | | |
| 4. | P Way, Thaitanium is very polite. | | | | | |
| 6. Character | | | | | | |
| 1. | P Way, Thaitanium is reliable. | | | | | |
| 2. | P Way, Thaitanium has commitment. | | | | | |
| 3. | P Way, Thaitanium is honest. | | | | | |
| 4. | P Way, Thaitanium has a sense of obligation. | | | | | |
| 7. Teamwork | | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 1. | P Way, Thaitanium is willing to cooperate with others | | | | | |
| 2. | P Way, Thaitanium is willing to respect others. | | | | | |
| 3. | P Way, Thaitanium has willingness to accept suggestions. | | | | | |

Part4: Language learning from English code mixing in Thaitanium, Hip-Hop songs among teenagers

Direction: The part aim to examine intention in learning of English code mixing in Thaitanium, Hip-Hop songs among Thai teenagers.

Put a ✓ in the box that reflects your English language learning intention after you consume a Thaitanium, Hip-Hop song on YouTube presented by P-Way, Thaitanium.

| Learning intention behavior | | Strongly agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly disagree (1) |
|-----------------------------|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| 1. | I have more self-confidence in learning English language. | | | | | |
| 2. | I have motivation in learning English language. | | | | | |
| 3. | I have commitment to learn English language. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 4. | I recognize the importance and usefulness of English learning language. | | | | | |
| 5. | I have a sense of belonging to English language learning. | | | | | |
| 6. | I recognize the need for English Language learning in my daily life. | | | | | |

Thank you very much for your genuine cooperation in participating in this survey!



APPENDIX B

แบบสอบถาม

อิทธิพลของคาราไทยในเพลงฮิปฮอปบนยูทูปที่มีผลต่อการรับรู้แบรนด์และการเรียนรู้ภาษาจากเพลงของวง
ไทเทเนียม: กรณีศึกษาของ เวย์ ไทเทเนียม

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชา ICA 701: Independent Study ซึ่งเป็นส่วนหนึ่งของหลักสูตรนิเทศศาสตร์มหาบัณฑิต (นานาชาติ) มหาวิทยาลัยกรุงเทพ แบบสอบถามนี้จัดทำขึ้นเพื่อการศึกษาเกี่ยวกับอิทธิพลของคาราไทยในเพลงฮิปฮอปบนยูทูปที่มีผลต่อการรับรู้แบรนด์บุคคลและการเรียนรู้ทางภาษาของผู้บริโภค โดยใช้กรณีศึกษาของ เวย์ ไทเทเนียม ในเพลงฮิปฮอปบนยูทูป ข้อมูลในการตอบแบบสอบถามจะใช้ในการวิจัยเท่านั้น ข้อมูลของท่านจะถือเป็นความลับ และนำไปใช้เพื่อการศึกษาเท่านั้น

ขอขอบคุณในความร่วมมือ

ชื่อ: วิกตอร์เรีย เควิส

อีเมล: nikita.nasai@gmail.com

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ใส่เครื่องหมาย ✓ ในช่องที่ตรงกับคำตอบของท่าน

8. เพศ

1. ชาย

2. หญิง

9. อายุ

1. 18-21 ปี

2. 22-25 ปี

3. 26-29 ปี

4. 30-33 ปี

5. 34-37 ปี

6. มากกว่า 38 ปีขึ้นไป

10. ระดับการศึกษา

1. มัธยมศึกษาตอนปลาย

2. ปริญญาตรี

3. ปริญญาโท

4. ปริญญาเอก

5. อื่นๆ (โปรดระบุ)

11. อาชีพของท่าน

1. นักเรียน/นักศึกษา

2. พนักงานบริษัท

3. เจ้าหน้าที่รัฐบาล

4. อาชีพอิสระ

5. ไม่ได้ประกอบอาชีพ

6. อื่นๆ (โปรดระบุ)

12. รายได้ (เฉลี่ยต่อเดือน)

1. น้อยกว่า 10,000 บาท 2. 10,001-20,000 บาท
3. 20,001- 30,000 บาท 4. 30,001- 40,000 บาท
5. มากกว่า 40,001 บาท
13. ท่านใช้งานยูทูปในหนึ่งวันบ่อยแค่ไหน?
1. ทุกๆ 5-10 นาที 2. ทุกๆ 30 นาที
3. ทุกๆ ชั่วโมง 4. ทุกๆ 2-3 ชั่วโมง
5. มากกว่า 3 ชั่วโมง
14. ท่านติดตามดาราไทยในช่องยูทูปหรือไม่?
1. ใช่ 2. ไม่

ส่วนที่ 2: ทักษะคิดต่อความน่าเชื่อถือของดาราไทยในเพลงฮิปฮอปบนยูทูป

คำแนะนำ: การวิเคราะห์หาเจตคติต่อความเชื่อถือ, ความเชี่ยวชาญ และ ความดึงดูด เว็ท โทเทเนียม หลังจากที่ได้ฟังผลงานเพลงของเขา โดยวงกลมในหมายเลขที่สะท้อนทัศนคติของท่านที่มีต่อ เว็ท โทเทเนียม

ตัวอย่าง

(ผู้เชี่ยวชาญ 1 2 3 4 5 6 7 ผู้ไม่เชี่ยวชาญ)

1. ความเชื่อใจ

โปรดใส่เครื่องหมายวงกลมในตัวเลขตามลำดับเกี่ยวกับทัศนคติของท่านที่มีต่อ เว็ท โทเทเนียม ที่สะท้อนถึงความเชื่อใจ แบ่งออกเป็น 5 ข้อดังนี้ ความเชื่อใจ, ความซื่อตรง, ความเชื่อถือ, ความจริงใจ และความไว้วางใจ

| | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|--------------|
| ความไม่เชื่อใจ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความเชื่อใจ |
| ความไม่ซื่อตรง | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความซื่อตรง |
| ความไม่เชื่อถือ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความเชื่อถือ |
| ความไม่จริงใจ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความจริงใจ |
| ความไม่ไว้วางใจ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความไว้วางใจ |

2. ความเชี่ยวชาญ

โปรดใส่เครื่องหมายวงกลมในตัวเลขตามลำดับเกี่ยวกับทัศนคติของท่านที่มีต่อ เว็ท โทเทเนียม ที่สะท้อนถึง ความเชี่ยวชาญ แบ่งออกเป็น 5 ข้อดังนี้ ความชำนาญ, มีประสบการณ์, มีความรู้, มีคุณสมบัติ และมีทักษะ

| | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|--------------|
| ไม่มีความชำนาญ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | มีความชำนาญ |
| ไม่มีประสบการณ์ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | มีประสบการณ์ |
| ไม่มีความรู้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | มีความรู้ |
| ไม่มีคุณสมบัติ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | มีคุณสมบัติ |
| ไม่มีทักษะ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | มีทักษะ |

3. ความน่าดึงดูด

โปรดใส่เครื่องหมายวงกลมในตัวเลขตามลำดับเกี่ยวกับทัศนคติของท่านที่มีต่อ เว็ ไทยเทเนียม ที่สะท้อนถึงความน่าดึงดูด แบ่งออกเป็น 5 ข้อดังนี้ ความน่าดึงดูด, ความมีเสน่ห์, ความสง่างาม, ความสวย และ ความเชื่อกู้

| | | | | | | | | |
|------------------|---|---|---|---|---|---|---|---------------|
| ความไม่น่าดึงดูด | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความน่าดึงดูด |
| ความไม่มีเสน่ห์ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความมีเสน่ห์ |
| ความไม่สง่างาม | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความสง่างาม |
| ความไม่สวย | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความสวย |
| ความไม่เชื่อกู้ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | ความเชื่อกู้ |

ส่วนที่ 3: การรับรู้ต่อแบรนด์ของผู้บริโภคในเพลงของกลุ่มไทยเทเนียม

คำแนะนำ: การวิเคราะห์การรับรู้ของวงดนตรีไทยเทเนียม

โปรดใส่เครื่องหมาย ✓ ในช่องสะท้อนทัศนคติของท่านต่อการรับรู้ของวงดนตรีไทยเทเนียม หลังจากที่ท่านได้ดูเพลงที่แสดงโดย เว็ ไทยเทเนียม

| การรับรู้ต่อแบรนด์ไทยเทเนียม | | เห็นด้วย อย่างยิ่ง (5) | เห็นด้วย (4) | กลาง ๆ (3) | ไม่เห็นด้วย (2) | ไม่เห็นด้วย อย่างยิ่ง (1) |
|------------------------------|--|------------------------------|-----------------|---------------|--------------------|---------------------------------|
| 1. มาตรฐานของสังคม | | | | | | |
| 1. | เว็ ไทยเทเนียม มีบทบาทตาม กฎเกณฑ์สังคม | | | | | |
| 2. | เว็ ไทยเทเนียม มีประสบการณ์ ที่หลากหลาย | | | | | |
| 2. ลักษณะของแบรนด์ | | | | | | |

| | | | | | | |
|---------------------------|---|--|--|--|--|--|
| 1. | เวย์ ไทเทเนียม มีความคิดสร้างสรรค์ | | | | | |
| 2. | เวย์ ไทเทเนียม มีความมั่นคง ไม่เปลี่ยนแปลง | | | | | |
| 3. ความเป็นผู้นำ | | | | | | |
| 1. | เวย์ ไทเทเนียม มีความทะเยอทะยานในธุรกิจ | | | | | |
| 2. | เวย์ ไทเทเนียม เป็นผู้นำที่มีเสน่ห์ | | | | | |
| 3. | เวย์ ไทเทเนียม มีความสามารถในการเป็นผู้นำ | | | | | |
| 4. | เวย์ ไทเทเนียม มีความใส่ใจต่อสิ่งแวดล้อม | | | | | |
| 4. บุคลิกภาพ | | | | | | |
| 1. | เวย์ ไทเทเนียม มีธรรมาจริยธรรม | | | | | |
| 2. | เวย์ ไทเทเนียม มีความอยากรู้อยากเห็น | | | | | |
| 3. | เวย์ ไทเทเนียม มีจิตวิญญาณ | | | | | |
| 4. | เวย์ ไทเทเนียม เต็มไปด้วยพลัง | | | | | |
| 5. | เวย์ ไทเทเนียม มีความกล้าคิดกล้าทำ | | | | | |
| 5. คุณค่าของแบรนด์ | | | | | | |
| 1. | เวย์ ไทเทเนียม ใส่ใจต่อความปลอดภัยของครอบครัว | | | | | |
| 2. | เวย์ ไทเทเนียม มอบความสุข | | | | | |
| 3. | เวย์ ไทเทเนียม มีความเป็นกันเอง | | | | | |
| 4. | เวย์ ไทเทเนียม มีความสุภาพ | | | | | |
| 6. ลักษณะเฉพาะ | | | | | | |

| | | | | | | |
|---------------------------|---|--|--|--|--|--|
| 1. | เวย์ โทเทเนียม มีความน่าเชื่อถือ | | | | | |
| 2. | เวย์ โทเทเนียม มีความมุ่งมั่น | | | | | |
| 3. | เวย์ โทเทเนียม มีความสุจริต | | | | | |
| 4. | เวย์ โทเทเนียม มีความรับผิดชอบต่อหน้าที่ | | | | | |
| 7. การทำงานเป็นทีม | | | | | | |
| 1. | เวย์ โทเทเนียม มีความยินดีที่จะร่วมมือกับคนอื่น | | | | | |
| 2. | เวย์ โทเทเนียม ยินดีที่จะเคารพคนอื่น | | | | | |
| 3. | เวย์ โทเทเนียม ยินดีรับคำแนะนำ | | | | | |

ส่วนที่ 4: การตั้งใจเรียนรู้การปนภาษาของผู้บริโภคเพลงของโทเทเนียม

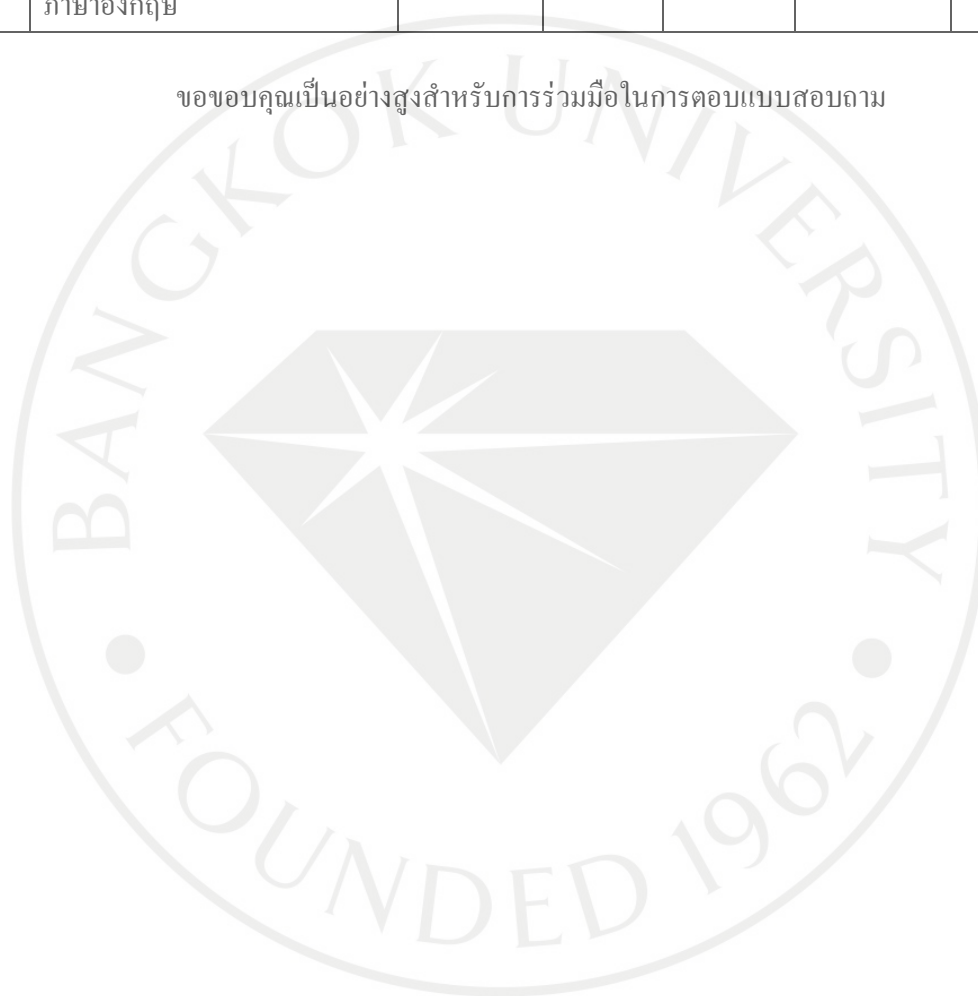
คำแนะนำ: การวิเคราะห์ความตั้งใจในการเรียนรู้ภาษา จากการใช้ภาษาร่วมกัน (ภาษาไทยและภาษาอังกฤษ) ในเพลงของโทเทเนียม โดยมีวัยรุ่นไทยเป็นกลุ่มเป้าหมาย

โปรดใส่เครื่องหมาย ✓ ในช่องที่สะท้อนต่อการตั้งใจเรียนรู้ภาษาในเพลงโทเทเนียม หลังจากดูเพลงโทเทเนียมที่แสดงโดย เวย์ โทเทเนียม

| พฤติกรรมการตั้งใจเรียนรู้ภาษาจากเพลงที่แสดงโดย เวย์โทเทเนียม | เห็นด้วยอย่างยิ่ง (5) | เห็นด้วย (4) | กลางๆ (3) | ไม่เห็นด้วย (2) | ไม่เห็นด้วยอย่างยิ่ง (1) |
|--|-----------------------|--------------|-----------|-----------------|--------------------------|
| 1. ฉันมีความมั่นใจในการเรียนรู้ภาษาอังกฤษ | | | | | |
| 2. ฉันมีแรงจูงใจในการเรียนภาษาอังกฤษ | | | | | |
| 3. ฉันมีความมุ่งมั่นในการเรียนรู้ภาษาอังกฤษ | | | | | |

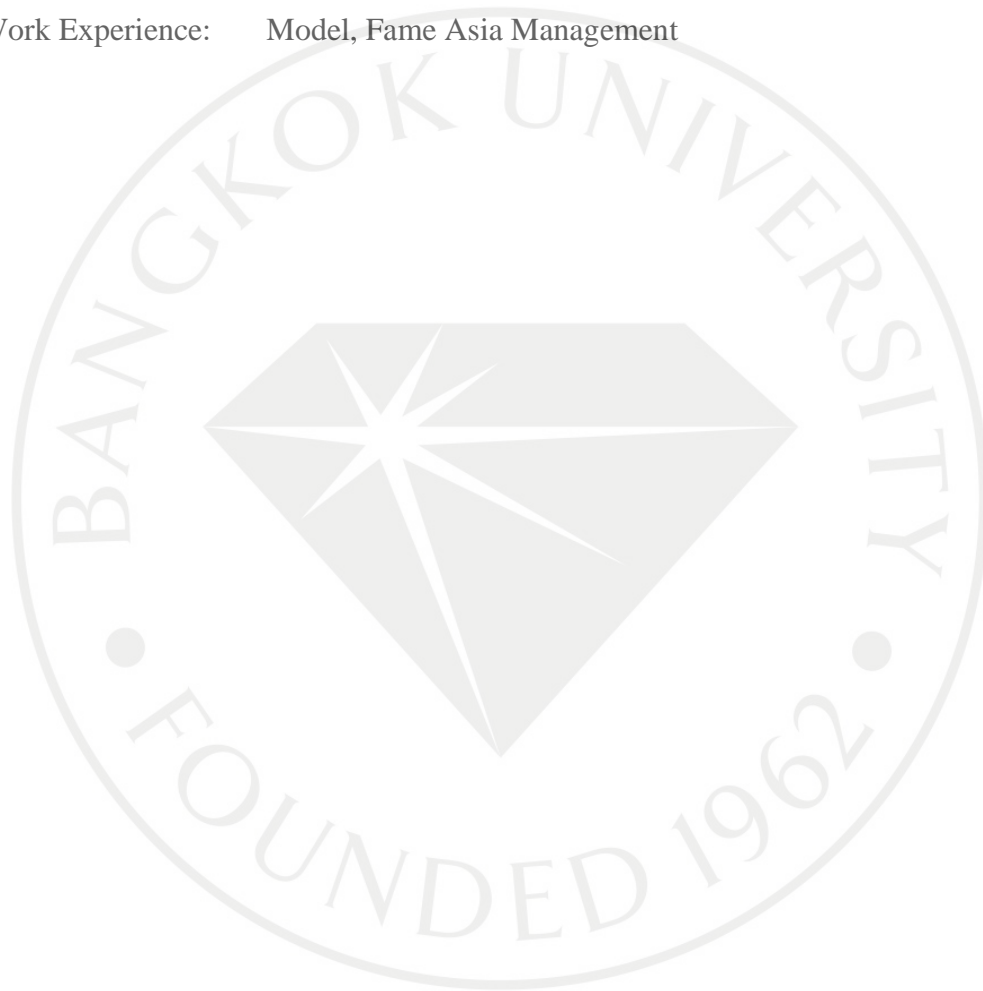
| | | | | | | |
|----|---|--|--|--|--|--|
| 4. | ฉันเห็นถึงความสำคัญ และ ประโยชน์ของการเรียนรู้ ภาษาอังกฤษ | | | | | |
| 5. | ฉันมีจิตใต้สำนึกของการเรียนรู้ ภาษาอังกฤษ | | | | | |
| 6. | ฉันมีความต้องการในการเรียนรู้ ภาษาอังกฤษ | | | | | |

ขอขอบคุณเป็นอย่างสูงสำหรับการร่วมมือในการตอบแบบสอบถาม



BIODATA

Name: Victoria Davis
E-mail: nikita.nasai@gmail.com
Education: Bachelor of Arts in Communication Arts, Bangkok University
International
Work Experience: Model, Fame Asia Management



Bangkok University

License Agreement of Dissertation/Thesis/ Report of Senior Project

Day 10 Month July Year 2020

Mr./ Mrs. Ms Victoria Davis now living at 1451/498
Soi Life@Sukhumvit 65/1 Street Sukhumvit
Sub-district Prakhanong Nua District Wattana
Province Bangkok Postal Code 10110 being a Bangkok
University student, student ID 7580300171

Degree level Bachelor Master Doctorate

Program Global Communication Department - School Graduate School

hereafter referred to as "the licensor"

Bangkok University 119 Rama 4 Road, Klong-Toey, Bangkok 10110 hereafter referred to as "the licensee"

Both parties have agreed on the following terms and conditions:

1. The licensor certifies that he/she is the author and possesses the exclusive rights of dissertation/thesis/report of senior project entitled

THE STUDY OF THAI TEENAGER'S PERCEPTION TOWARD SOURCE
CREDIBILITY IN PERSONAL BRAND PERCEPTION AND
LANGUAGE LEARNING INTENTION

submitted in partial fulfillment of the requirement for Independent Studies of Bangkok University (hereafter referred to as "dissertation/thesis/ report of senior project").

2. The licensor grants to the licensee an indefinite and royalty free license of his/her dissertation/thesis/report of senior project to reproduce, adapt, distribute, rent out the original or copy of the manuscript.

3. In case of any dispute in the copyright of the dissertation/thesis/report of senior project between the licensor and others, or between the licensee and others, or any other inconveniences in regard to the copyright that prevent the licensee from reproducing, adapting or distributing the manuscript, the licensor agrees to indemnify the licensee against any damage incurred.

This agreement is prepared in duplicate identical wording for two copies. Both parties have read and fully understand its contents and agree to comply with the above terms and conditions. Each party shall retain one signed copy of the agreement.

Licensor
Victoria Davis

Licensee
(Director, Library and Learning Space)

Witness
(Dean, Graduate School)

Witness
(Program Director)

