

**INNOVATIVE COMMUNICATION FOR
LEARNING BEAUTY ON YOUTUBE**

Pimnara Banjong

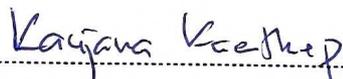
**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Communication Arts and Innovation)
The Graduate School of Communication Arts
And Management Innovation
National Institute of Development Administration
2019**

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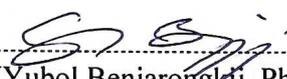
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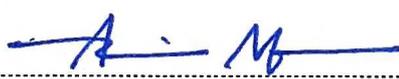
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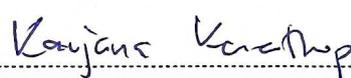
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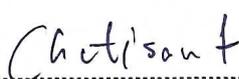
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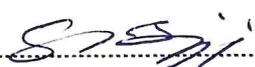
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ABSTRACT

Title of Dissertation	Innovative Communication for Learning Beauty on YouTube
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The research aims to study the roles of YouTube in determining the perception of Thai women's beauty nowadays through learning from beauty programs on YouTube, viewers' exposure to and reception of learning messages on beauty from beauty programs on YouTube, and the content negotiation for learning the beauty between viewers and beauty gurus on YouTube. The research uses qualitative research methods by content analysis of 100 episodes of beauty programs on YouTube from 5 channels: Momay with You, Pearypie, Erk-Erk, missPimpaka, and Yaeuunws, in-depth interviews with 2 beauty gurus, and a focus group interview with 30 viewers who subscribe to at least 2 sample channels.

From the study, it is found that communication for learning the beauty on YouTube brings about the knowledge of the makeup process, beauty-product information, thinking patterns and decision-making process related to beauty, and beauty trends. The finding reflects Thai women's beauty in two parts: the physical appearance that can be adjusted according to time and place, and inner beauty or the attitude and analytical ability. The image of Thai women's beauty is jointly defined by two parties: beauty gurus and viewers. For beauty gurus, the definition of beauty is influenced by beauty experts' factors, sponsors, and viewers, and the content is determined by beauty experts' knowledge and skills. For viewers, they determine the image of beauty through the way they selectively exposed to a program based on their

viewing behaviors and attitude towards the content and beauty gurus, and their content needs, and the application of content.

For communication for learning the beauty, beauty gurus convey the image of the beauty by specifying a beauty program's goal, setting activities following the desired development, i.e. lectures, demonstrations, and conversation, including communicating a program's content through YouTube's features, e.g. thumbnails, titles, description, category, and annotation.

Viewers are divided into two groups. Lowly-active viewers are those who expose to a program by the automatic search results system of YouTube and while doing other activities, and highly-active viewers are those exposed to a program for applying the content for use through three kinds of exposure: exposure by timeline sequences, periodic exposure, and pause-and-see exposure. Viewers may expose by all three kinds for one-time viewing and can have a repeated exposure as wished. From viewing a beauty program, viewers have a positive attitude towards the knowledge and behavioral domains of learning; however, the learned knowledge and behaviors are not necessarily related.

Concerning content negotiation, there are three parts. The first part is the content negotiation between beauty gurus and sponsors, including other beauty gurus. While sponsors focus on the goal of providing positive images of their products, beauty gurus aim to build viewers' assurance and loyalty so they must use their communication skills in presenting negative messages to look neutral or objective. For other beauty gurus, they are an additional source of information, especially for viewers with beauty expertise.

The second part is the content negotiation between beauty gurus and viewers who negotiate the content, following the steps of their exposure. Namely, they expose to a program through YouTube's features set by beauty gurus, to a program with high quality of content and videos that are negotiated through viewers' control of the flow of the messages, and to a program that viewers can apply its content for use. Viewers with beauty knowledge and skills and being able to synthesize the content from several sources can have higher negotiation power than those adopting parts or all learned content for an imitation, who are the group of viewers having the least negotiation

power. Although the interaction with and the subscription to a program or a channel are viewers' behaviors, such behaviors affect the negotiation power of beauty gurus.

The last part of the content negotiation is the negotiation with technologies in three parts: technology and production, technology and broadcasting, and technology and maintenance of quality level.

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On the path to the Ph.D. is like a test of life. Choosing to walk on this path means having to overcome many obstacles in myself. Moreover, to do this dissertation to reach the philosophical level struggle with my own heart that is discouraged many times also want to retreat many times but ultimately can reach the finish line.

I would like to extend my heartfelt thanks to my twin girls, Riva and Nano. You came during the time I was extremely discouraged. You make me want to be a successful person and to be your role model. Thanks, my beloved twin. Also, I thank for my greatest support from my husband, Nook, for always be by my side every time I felt down.

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CHAPTER 1

INTRODUCTION

1.1 Background and Significance of Research

Education and learning are very important for every human being. We can learn a lot of various things around us, either from inside or outside the classroom, especially learning through media existing in a society. In 2002, the United Nations Conference declared 2005-2014 as a United Nations Decade of Education for Sustainable Development, hosted by UNESCO as the main operational unit. The operation focuses on the equality of learning both in the formal and non-formal education systems by providing education as a tool for various development, ranging from personal to social development, such as rural development, community participation, improving the quality of life or health, including ethical issues. (UN General Assembly, 2003) Besides, the United Nations set the development agenda after 2015 with 17 Sustainable Development Goals (SDGs: 17 goals), and the fourth goal is “quality education,” which aims to identify equal and thorough education and promote lifelong learning for everyone (United Nations Thailand, 2015)

The concept of education towards sustainable development is also accordant with the 21st-century learning concept, which focuses on 4 Pillars of Learning: learning to live together, learning to know, learning to do, and learning to be. These four learning areas aim to develop an individual “by combining a sufficiently broad general knowledge with the opportunity to work in-depth on a small number of subjects,” from both formal and non-formal education, as well as providing educational opportunities throughout an individual’s life. (Pimpan Dachakupt & Payao Yindeesuk, 2014).

The learning focuses on developing a person’s internal to external ability (for living together) shows a change of learning approach from the traditional style, which is like using an industrial system to produce a quality person of the same type framed

by the society without enhancing his or her creativity. Accordingly, intrapersonal development is scarce. Thus, the 21st-century learning concept strives to alter such a concept for creative learning. Therefore, learners can have relatively more effective learning methods in their desired direction. Besides, this new concept opens an opportunity for teachers, not only for learners, to enhance their learning from learners, so it fosters two-way learning.

20th Century	21st Century
<ul style="list-style-type: none"> • Curriculum • Time-slotted • One-size-fits-all • Competitive • Classroom • Text-based • Summative Tests • Learning for School 	<ul style="list-style-type: none"> • Projects • On-demand • Personalized • Collaborative • Global Community • Web-based • Formal Evaluations • Learning for Life

Figure 1.1 The Change of the 20th-Century Learning Concept to the 21st-Century Learning Concept

Trilling and Fadel (2009) identify the learning style of persons nowadays, who like to have the freedom to choose to learn what interests them and to modify anything according to their needs. They also like to search for information, focus on their selves for social learning, and prefer amusing learning methods. Fast learning in all aspects is needed; information acquisition, communication, and living, by creating innovation facilitating their ways of life. As a result, learning is created from the internal needs of the learners. Therefore, learning outside the classroom through the use of fast media responding to such needs is important. UNESCO proposes that media, one of the key sectors, must be aware and play a part in driving the sustainable-development educational concept with the government, international organizations, private and public sectors (UN General Assembly, 2003). Especially, it is important for the new generations, i.e. the generation Z who are grown up with the internet and believe in the

responsivity of the internet in their life, and the generation Y who were born in the overlapping period of the internet era.

1.1.1 YouTube as a Learning Tool

Internet technology plays a vital role for people in accessing a variety of information quickly and easily. According to the study of Youmei (2010, pp. 101-114), it is found that the top 3 online media as a learning tool are Facebook, Wikipedia, and YouTube. Facebook mainly aims at exchanging and bonding relationships between users while Wikipedia focuses on the information provided among users. On the other hand, YouTube can support users' content and can also create a social relationship between users like other social media.

YouTube is a video-sharing website that allows users to upload and exchange video files among other users. Its other services for users consist of video play rates, comments, and subscriptions to any channels. YouTube started in February 2005 and was officially launched in December of the same year. In 2006, Google acquired the business so YouTube was integrated with Google services allowing viewers to watch videos via www.YouTube.com without subscription requirement. However, if users want to use certain features, they need to be a member. Besides, users can use a video from YouTube to put on their website or share a video to other social media so viewers do not have to watch the video via YouTube only. (Karch, n.d.)

YouTube can be considered a big data warehouse that gathers many video data from tons of users around the world. It is a complete learning source because it can transmit information in the form of multimedia that can be presented in text, sound, still images, and animation. This learning method is thus different from traditional self-learning, such as books that provide just still images and text or information websites like Wikipedia, etc.

Similarly, the independent viewing on YouTube is also different from television in the way that viewers are unable to select specific content by themselves. Instead, they must follow the programs as scheduled. In terms of production, the production is not different from that of television. Namely, producers can choose images, camera angles, and features to bring about more effective audio-visual communication. For YouTube, viewers can watch the transmitted videos as they desire and can play videos

any time they wish in every step: searching for needed content up to selective viewing, pausing, rewinding, skipping, and repeating, to respond to their needs. Besides they can keep the video for review without any needs for additional equipment. Also, watching YouTube is timeless and borderless, with only one condition or with only some required device, i.e. computer, smart devices, for connecting to the internet.

Furthermore, YouTube can create interaction between internet users, like other social media, in the forms of comments, numbers of views, numbers of follows, and rating (like/dislike), which do not only communicate some meanings to a channel's owner but also the other users. Channel owners can consider such received information to adjust their video content or production while viewers may consider it as information for making their viewing decision.

At present, videos on YouTube are numerous and contain a wide range of content: entertainment, education, advertising, including recommendations. For educational content, both formal courses for schools and general knowledge provision and advice are contained, especially content related to daily life: cooking, computer usage, DIY (do it yourself), including beauty tutorials. Such content is transmitted may be the form of lectures, demonstrations, and experiments. When comparing the content on YouTube with the concept of 21st – century learning, it is found that YouTube is a media that accords with such a learning concept, so most people choose to learn via YouTube.

1.1.2 Beauty of Women

The content, relevant to daily life and classroom teaching, on YouTube, is diverse. Among such diversity, one of the distinguished content in Thailand is the content on beauty. From high statistics of Thai people's exposure to YouTube, a billion views per month and several hours per day of YouTube viewing were found. Classified by sex, 62% of males preferred sports-related content, while 38% of females preferred beauty-related content. (Thumbsup, 2019) Moreover, viewing of five content was found the most: 1) entertainment (movies/dramas), 2) music, 3) beauty tutorials, 4) variety programs, and 5) product reviews respectively. (Positioning, 2014) Consequently, the use of YouTube is mostly for relaxation while the 3rd content mostly viewed is beauty tutorials. Satapol Channarong (2015) indicated that the type of

YouTube programs that are highly effective in generating a high number of views and subscribers are in the “How to & Style” category and the content is still valid for three months or until a video will be removed from the website.

The reason why beauty programs are popular as a part of people’s lives is that people give high importance to beauty and beauty affects their daily life. From the study of Jakraphan Misutha (2012) on the role of make-up to promote corporate image, make-up was found to have a high influence on image enhancement. In addition, a survey of Artistry Cosmetics (by Amway) together with Suan Dusit Poll on “Make-up behaviors of Thai women” in 2010, a survey of 1,023 women aged 20-35-year-old, living in Thailand, found that 95% of samples put on make-up, 34% of them made up daily, and 37% only made up on the weekdays. The reason is that make-up helps them to be beautiful, able to enhance their personality and fix various problems on their face as well as to highlight the face. Besides, a make-up helps to build self-confidence, gives the courage to meet people, and make it easier to socialize as well (Manager online, 2010).

Since before the appearance of YouTube, the issues of women’s beauty have numerously raised as described in many pieces of literature. Women of all periods give importance to beauty in all aspects: figures, face, complexion, etc., as one of the Thai idioms, says “A chicken is beautiful because of its feathers,” or “People are beautiful because of their make-up.” Since the old days, there has been several definitions related to women’s beauty, such as “Five Benevolent Kinds of Beauty” (in Thai “Benja Kallayanee”), consisting of Ket Kanlaya (beautiful hair), Mangsa Kanlaya (beautiful red mouth and gums), Itthi Kanlaya (beautiful teeth), Chawee Kanlaya (beautiful skin) and Wai Kanlaya (beautiful at their age). (Satiengkoses Nakaprateep, 1973, pp.135-152, as cited in Ing-orn Suphanwanit, 2004; The Royal Society, 2011, p. 635) Ing-orn indicated that the importance of women’s beauty was found in the literature during Sukhothai to Ayutthaya era. Women had to be clean with clear yellow skin like gold. This notion is similar to the description of beauty in the early Rattanakosin era, as shown in literature such as Ramayana (Rammakian, Adonis (Ihnau), and Khun Chang Khun Phaen. Also, the beauty from the use of fragrance and whiting was mentioned.

After the entrance of western nations, the meaning of women’s beauty in Thailand changed. White skin is a symbol of cleanliness, beauty, and modernity, and

substitutes golden-yellow complexion. There are also more western make-up styles. Since the reign of King Rama VI, women could attend social ceremonies, causing class division among women. During the reign of King Rama VII, there was a piece of evidence in advertising media of Krungthep Warasup Newspaper on October 17, 1936. (Ing-orn Suphanwanit, 2004).

Besides the narration of women's beauty in the previous literature, it has also appeared in other media in society. The dissemination of the concept of women's beauty has been much more widespread and expresses different characteristics of beauty through all kinds of media: photos, magazines, television, and activity media, e.g. the beauty pageant contest, etc. This causes the beauty of women in each era to be determined by media producers. Accordingly, there must be a group of people who are responsible for casting a woman. Beauty contestants have to be chosen by a beauty committee. Thus, it causes the image of beauty to be determined by a person or a group of people, and the image of beauty is transmitted by the beauty representatives appearing in the media.

Nowadays, the beauty content is distributed via YouTube by a person known as a "Beauty Guru," who can be either male or female, but is interested in all aspects of beauty, such as make-up, hairdressing, manicure, fashion, skincare, and beauty products. Beauty gurus mostly appear on YouTube and individual blogs (Johnson, 2012). Their expertise may not be acquired from formal educational curriculum, but from their interest, direct experience, and experiment.

The researcher views that the transmission of beauty concepts of beauty gurus reflects the context of women's beauty nowadays through their communication on the content selection and presentation on YouTube. On the other hand, beauty gurus have to select the content that responds to their viewers' needs through their comments and feedback, i.e. numbers of views, likes or dislikes, etc. Thus, the audience is also influential in determining the types and patterns of beauty they prefer at present as well.

The communication about beauty on YouTube of beauty gurus will transmit interesting styles, methods, images, and other elements by the use of filming techniques. To compare with other media in the past, i.e. beauty tutorials on newspapers or magazines contained only images and texts. Therefore, readers were unable to see the movement nor pictures at different angles, especially the movement of a hand in

using a brush or other relevant kinds of make-up. Therefore, learning requires learners' speculation, interpretation, and experiment mainly. On the other hand, for learning in a make-up class, learners may see teachers' movement, but they cannot see them at different angles nor closely enough. On television, viewers can see at the normal angle shot, but not through different angles. Nor can they pause, skip, or reply, unlike broadcasting via YouTube, which is equipped with various features that cannot be found in other media. Therefore, the researcher believes that viewers can learn about beauty through YouTube in a different way from traditional learning.

There has been a great variety of communication on beauty: make-up, skincare, and beauty products. The communication process that beauty gurus convey to viewers of the program will be in a sequence. Thus, viewers will learn it step by step; however, for YouTube, the sequence of the presentation is determined by viewers so the planned sequence can be adjusted accordingly. Besides, the way each viewer receives and adapts the transmitted message is different in response to different needs and necessity. Moreover, it depends on the different beauty-related skills of viewers, with which beauty gurus cannot specify viewers to comply nor follow it completely like a beauty-class in which instructors can check if learners follow all their steps correctly or not. Therefore, viewers' reception of the message is another factor influencing the patterns of beauty in society nowadays.

Because of all aforementioned rationales, the researcher is interested in studying the communication occurring while viewing beauty programs on YouTube, which induces a transmission on beauty via YouTube and influences the definition of Thai women's beauty in the present time, including the reception and learning of beauty on YouTube, negotiation on beauty content between viewers and an expert based on the properties of YouTube. Furthermore, learning via YouTube, which is a kind of new media, can be used as a guideline for analyzing effective learning in the 21st century. All of these are the rationales for this study.

1.2 The Research Questions

1) How does YouTube determine the perception of Thai women's beauty through its communication for learning from beauty programs?

2) How do viewers receive the beauty tutorials from beauty gurus on YouTube?

3) How do viewers have power in negotiating beauty-related content for learning over a beauty from beauty gurus on YouTube?

1.3 The Research Objectives

1) To study the roles of YouTube in determining the perception of Thai women's beauty nowadays via their learning from beauty-related programs on YouTube.

2) To explore the viewers' reception of a beauty-related message from beauty gurus on YouTube.

3) To examine the negotiation over the beauty-related content for learning between viewers and beauty gurus on YouTube.

1.4 Scope of the Research

1.4.1 Scope of the Study

1) The scope of this study is to study beauty programs transmitted or broadcast by five beauty gurus whose programs were broadcast from January 2014 - December 2016. The samples are 20 episodes from each program with the top ratings, ranked by socialblade.com, totally 100 episodes.

2) Data were collected from 2 Thai beauty gurus from two out of totally five top-viewing programs.

3) Data were also collected from 30 viewers or key informants who follow the beauty-tutorial program of one or more of the studied beauty gurus.

1.4.2 Scope of the Study

1) The content of beauty programs on YouTube was analyzed from January - April 2017.

2) Beauty gurus were interviewed during January - April 2016

3) The focus group with the viewers were conducted during May - December 2018

1.5 Operational Definitions

1) YouTube: A video-sharing website operated by Google, in which users can upload, view, rate, and comment on a video, including subscribing to the channel.

2) Beauty Guru: People who are passionate and interested in the beauty of more than one area: make-up, hair, manicure, fashion, and beauty-related products, and who broadcast no less than 100 videos of the beauty content on YouTube with no less than 10 million views. The selected beauty gurus are ranked as the most popular beauty gurus on three websites: Sanook.com, Manager online, and Zonedara.com.

3) Viewers: People regularly watch beauty programs on YouTube and subscribed at least 2 channels from 5 channels: Mamay with you, Pearypie, Erk-Erk, misPimpaka, and Yaeuunws.

4) Beauty Program: Video programs presented on YouTube produced by beauty gurus with beauty-related content: make-up, hairdressing, beauty products, and daily stories relating to beauty.

5) Content: The content relating to beauty produced by beauty gurus and disseminated or broadcast via YouTube.

6) Message exposure and reception: Viewers' exposure and reception to beauty programs produced by beauty gurus and broadcast on YouTube. The focus of this study is on the selection methods of message exposure and reception, the application of the content, steps and process of learning based on three main principles: knowledge, attitude, and practice

7) Content Negotiation: The illustration of power over the content in the communication process about beauty on YouTube, which is classified into the following groups: negotiation with program sponsors and other beauty gurus, with viewers, and with technology.

1.6 Expected Benefits

1) The results of the study will show the impact on the viewers of beauty-tutorial programs on YouTube in terms of knowledge, attitude, and behavior through innovative communication for learning on YouTube. Besides, they will demonstrate a

learning process gained from new media; thus, the relevant persons or departments can apply them as guidelines for transferring knowledge to receivers or for developing channels for learning, especially, learning guidelines leading to viewers' more effective course of life and self-development.

2) The results will be guidelines for those interested in a communication process for knowledge transfer to be aware of viewers' learning through new media like YouTube. Also, they can be guidelines for viewers' adaptation and for developing media for transferring knowledge to receivers to access to new media more efficiently.

3) The results will create social awareness on the changes in the learning style of people in the new media era and helping people in the society to be prepared to learn and adapt to learning with various methods nowadays and in the future as well.

4) The results will be guidelines for creating a body of knowledge through communication and negotiation of message between a sender and receivers. Such knowledge will be diverse, depending on each viewer's negotiation, analysis, and synthesis of the content.

CHAPTER 2

LITERATURE REVIEW

The research, “Innovative Communication for Learning Beauty on YouTube”, is conducted under concepts, theories, and related studies as follows:

- 2.1 Concept of New Media
- 2.2 Concept of Communication for Learning
- 2.3 Media or Technological Determinism Theory
- 2.4 Concept of Influencers
- 2.5 Concept of Receivers
- 2.6 Concept of Content Analysis
- 2.7 Concept of Beauty
- 2.8 Concept of the 21st Century Learning
- 2.9 Related Studies

2.1 Concept of New Media

2.1.1 New Media

New media is a communication channel that presents a message to help the sender and the receiver to send and receive to communicate with each other. The media can also communicate in two ways through the network, and the mass media is a form of multimedia that contains images, sound, video, and text. (Burnett & Marshall, 2003, pp. 40-41)

New media, from Surasit Wittayarat’s perspective (2011, pp. 131-151), means communication through electronic network connections, namely the internet and the World Wide Web (WWW) service.

Thidaporn Chanachai (2007, pp. 1-3) classifies the meaning of new media into three issues as follows;

- 1) Digital media is a wireless communication system with fiber optics and satellite data connection which has a high-speed data transferring;
- 2) The media is new other than existing basic media;
- 3) New media created for particular usage, which will focus on the work in creative innovation.

Furthermore, the new media has been defined as the digital content consists of “5 Freedoms” (Fenwick and Wertime, 2013).

- 1) Freedom from the scheduling: the time of using digital content is not be limited.
- 2) Freedom from geological boundaries: sending or receiving messages can be done anywhere in a short amount of time and has no limit to content location.
- 3) Freedom to scale: the published content can be reduced or enlarged into any size.
- 4) Freedom from formats: the content is not in a fixed format. It may be changed according to the use of the user.
- 5) Freedom from marketer-driven to initiated, created and controlled by the consumer: Media owners cannot control the spread of media due to digital technology. Also, the content that appears, whether on a blog or YouTube or other media is from the creation of the consumers. (consumer-created content), and the online word-of-mouth spread quickly.

In conclusion, the definition of a new media is a digital medium that allows the sender and the receiver to send and receive information at the same time in two-way communication by communicating through electronic networks or the internet. The new media communication will also reduce the limitation of time, space, size, format, and content creators.

2.1.2 YouTube

YouTube is a website that allows users to upload and exchange video files between other users. It is a type of Social Media VDO Sharing website. The service allows users to rate, comments and subscribes to the favorite videos or channels. YouTube started in February 2005 and was officially launched in December of the same year. In 2006, Google acquired the business. YouTube integrated with Google services

which viewers can watch any videos via www.YouTube.com without the need for membership. However, if there is a need to use certain features, then they have to apply for membership. Currently, the same account can be used for other applications on Google. In addition, users can link the videos from YouTube to another website by using the embedded system so the video can be broadcast without having to watch it on YouTube (Karch, n.d.).

The use of YouTube's features that is available for Google membership with the right to upload videos, use the comment area, subscribe to the channel and other interactions while non-members can only watch the videos. The seven services of YouTube include: (Titikorn Suttisinthong, 2013).

- 1) Search and Video viewing services provide users to search for video by entering keywords in the search dialog box and watch their desired program from the searched list. Members and general audiences can use this service.

- 2) Video sharing services provide the users to share the video they wish to broadcast to online and other social media by sharing or copying the Embed code to their desired destination. Members and general audiences can use this service.

- 3) Video upload service provides the users to upload a video then the video will be displayed on that member's channel which the member can configure various properties related to uploaded videos. Only members can use this service.

- 4) Favorites video list service provides users to keep their favorite videos to watch repeatedly in the future. Only members can use this service.

- 5) Playlist service provides users to create a list to keep items of interest to them in groups or categories. They can specify the order of the list and the order of play manually. Also, the list can be created for personal use or shared with others. The member can create and watch playlist while the general audiences can only watch the other member's playlist.

- 6) Communication service provides the YouTubers to show their identity to communicate with the audiences. They can also create a channel display page, set profile picture, and choose a color scheme. However, only members can use this service.

- 7) Subscribe service provides the YouTuber to give the right for the audiences who click to subscribe to the channel to quickly access the program and news

of them. The right to subscribe to the channel will depend on the audiences' desire. So only members can use this service.

The member who produces or uploads a video on YouTube is called YouTuber (Lexico, 2019). Also, to publish the program on YouTube, the YouTuber can upload the video to the website by themselves via a computer or other devices that can connect to the internet network. The uploading video is diverse in content with different communication objectives. Therefore, Miller (2011, pp. 17-19) categorizes the program according to its objectives:

1) Informative videos contain information that is useful to the audience, whether it is information about things, products, organizations, agencies, locations, which will give audiences more information.

2) Educational videos aim at audiences to learn somethings by themselves. There will be a step-by-step explanation and a focus for audiences to implement by themselves

3) Entertaining videos make audiences feel happy and have fun to watch entertaining programs. The main goal is to generate a large number of audiences and become the top video on YouTube.

YouTube created a channel for showing a collection list for education exclusively under the name of "YouTube Learning," which covers the educational content in all dimensions, both fundamental knowledge, and knowledge for a living. Moreover, to access or visit the controlled programs in YouTube Learning, there is an automatic system for recommending a program so viewers can view such a program within the scope of desired content. (Lee, 2019).

Each type of program focuses on different learning components. Informative videos focus on the acquisition of knowledge for viewers, educational videos on practice, and entertainment videos on attitude. It is found that for beauty programs, the presentation is various and in the same program, beauty gurus can present all three types of videos interchangeably. However, each type of video can yield different impact on viewers. Thus, the classification of such programs is also used for surveying the programs and for studying the impact on viewers as well.

2.1.2.1 YouTube Features

YouTube is a website that presents content in the form of multimedia, both audio and visual, so beauty gurus using this type of media must understand its features.

1) Technical Features

The videos presented on YouTube are measured using units called pixels, which are the number of dots that make up an image on the screen. When measured, the size is calculated in the form of width by height (width x height), called Resolution. It affects the quality of the video displayed on YouTube, which is divided into two types: Standard-Definition quality: 240p, 360p, and 480p) And High-Definition (720p and 1080p) (Miller, 2011, pp. 70-77).

Also, the file types are important as it will affect the file size, upload time, and the quality of the display. It is important to choose the right file. Miller (2011, p. 76) states that the most suitable files for uploading videos to YouTube are MPEG-4, MPEG-2 or H.264 files. At 720p or 1080p MP3 audio files. If the device or the network speed is not ready, it can upload a lower quality video. At the same time, audiences will also see lower quality video quality.

Karch (n.d.) also said that video uploaders must be users who have a Google account. The files that can be uploaded to YouTube are as follows: WMV AVI MOV and MPG. The YouTube system will automatically convert data files into a format that can be displayed on YouTube. On the other hand, users cannot download videos from YouTube. However, there will be some programs that can download videos but will be considered illegal.

2) Elements of Programs

For the videos uploaded to YouTube, besides videos created by the YouTuber, additional information about those videos is also provided for viewers. Such information will help viewers to choose if they want to view a program or video or not before they will access to the actual video. The additional information is as follows: (Miller, 2011, pp. 153-167);

(1) Thumbnail: The thumbnail is an image appearing in the frame with basic details of the videos. This image may be an image from a part of a program or an image provided by an uploader.

(2) Title: The title is the name that first appears together with a thumbnail, which will be an indicator of what is related to a certain video. A video's name must not be very long. It can be compared with the news headline for attracting viewers.

(3) Description: The description provides detailed information about a video. Moreover, it can contain information about websites, email addresses, and contact information for connecting to other channels or viewing other programs.

(4) Tags: The tags are words that help the viewers search for videos more easily by entering keywords that should be related to the needed video so viewers can access the right program as wished.

(5) Category: The category is classified by YouTube. When uploading videos, the category must be selected for the website to categorize them and to help viewers search for their needed videos by the provided category. The category comprises Autos & Vehicles, Comedy, Education, Entertainment, Film & Animation, Gaming, How to & Style, Music, News & Politics, Nonprofits & Activism, People & Blogs, Pets & Animals, Science & Technology, Sports and Travel & Events.

(6) The privacy setting is a setting that specifies to whom and with which content can be distributed to anyone. There are three types of privacy settings: Public, unlisted, and private.

(7) Annotation: is an add-on that YouTubers can add to their video after it has been uploaded. This annotation will be an extension of the video. There will be a frame or text overlaid on the list with four types: speech bubble, note box, spotlight box, and pause text box. The use of annotation can be towards several objectives. Besides, providing additional information, YouTubers can also use it as a notification area, as a display link to other videos or other channels or other related parts, or as a closure or correction on any error taking place during shooting or editing including, and as advertising space.

3) Social Media Nature

(1) Video search: There are many videos on YouTube. Viewers can search for the desired video by searching from keywords, browsing by a topic, or selecting popular videos. If interested in following a video of any favorite

YouTuber, a viewer can subscribe to it. Then the latest video from the subscription channel will be shown to the viewer automatically.

(2) YouTube Community: The form of YouTube use creates interaction between users. Viewers can comment, and rate videos, while YouTubers can also respond to the viewers' comments. By creating such an interactive community, YouTube can create a phenomenon called, "Internet Video Stars," whom the mainstream media, e.g. Magazine or television, requests to be publicized in their media (Karch, n.d.). Likewise, YouTubers of popular beauty programs were called by some mainstream media. To illustrate this, Michelle Phan, the owner of Michelle Phan Program, obtained more than 1 million followers, or RiceBunny Program received more than 500,000 followers, starting from producing beauty programs on YouTube and then being broadcast on television in many countries around the world. Besides, they were invited by a well-known cosmetic brand to be its make-up expert. (Lancome, 2012)

(3) YouTube and Copyright: Videos uploaded to YouTube are subject to copyright protection, e.g. music, TV shows, movies, etc. Besides, YouTube, in collaboration with copyrighted content producers, controls the length of those copyrighted content, including reporting any witnessed violation. However, such violation may be exempted from a case by case upon prior agreement. Google itself has always consistently developed its technology for detecting the violation of copyright and rules on YouTube (Karch, n.d.).

(4) User Response Features: Viewers can respond to an exposed video through its provided channel to the YouTuber. The features of this part include: (Miller, 2011)

a. The comments section in which viewers can give their comments to the channel, video, and producers. Other producers or YouTubers, including viewers, can also give their responses back to the received comments individually or as a whole. Besides, votes can be given to any good or agreed opinion without writing. By doing so, it is easy to calculate the number of comments received.

b. Ratings are an opportunity for viewers to express their opinions in the form of alternative responses. They can choose to give a positive

rating if they agree or like the video by pressing “I like this” or to give a negative rating if they disagree or dislike the video by pressing “I dislike this.”

Due to the features of YouTube, YouTubers and viewers can involve in communication for learning something on YouTube. Each part will affect the creation of messages for communication, while viewers will learn the content through the media. Therefore, the characteristics or features of the media will play a role in learning on YouTube.

2.1.2.2 Video Production for YouTube

A producer of a program on YouTube or a YouTuber requires not only basic knowledge on YouTube and its features but also knowledge in the production of a video. Miller (2011) divides the types of video production on YouTube based on the quality of production as follows.

1) Shooting -Webcam Videos quality: It is a production with the least budget without additional assisted equipment, i.e. lighting, scenes, etc. The shooting by a webcam will be under the natural environment. The quality of a video depends on the quality of a camera. Accordingly, due to relatively less expensive webcam with the quality of the video at a standard definition (SD) without any additional device, this type of production can be done quickly, both in the process of shooting and uploading to YouTube. (Miller, 2011, pp. 79-88).

2) Shooting Semi-Professional Videos quality. It is shooting with more equipment of both cameras and props; thus, the budget for this quality is higher too. Thus, the quality of this kind of shooting is higher with higher HD. Besides, props are another part that adds beauty and appeals to programs. For instance, the backdrop is used to reduce visual disturbances, light to increase brightness and contrast, microphones to increase the volume and eliminate external noise, etc. (Miller, 2011, pp. 89-114)

3) Shooting Professional Videos quality: It is a production usually run by a business group, which is managed and operated in a similar way to television production. It uses a high budget with support from sponsors. Also, the production of the video will be of high quality in both the production process and the output. Thus, the equipment used in the production is high quality as well whether its shooting is in a studio with good lighting and sound systems. High-quality cameras,

and sometimes multiple cameras are also used to capture different angles. (Miller, 2011, pp. 115-122).

Customizing a YouTube channel is essential to make it attractive and able to catch the attention of viewers, especially a large number of audiences. The YouTube customization guidelines are as follows (Eittiwat Rattanapongbu, 2014, pp. 107-111).

1) Make the channel's name interesting: A name is like a brand that has a value. A name should communicate the details of the video presented and should be distinguished, unique, and uncommon for easy recognition.

2) Use a Name easy for searching: This affects the priority of searching or ranking results. Normally, short words conveying the same meaning of the content of a video should be used. As an example, the video for Momay Paploen (Momay with You channel) contains beauty content for people with dull faces and its tutorials for making their face look brighter by cosmetics. Therefore, the name for this video is called, "Momay Pa Ploen: A Make-Up to Fix a Dull Face." Then the viewers can instantly anticipate the content on the video and also are curious to know about how to do such a make-up.

3) Make quality content: Popular content on YouTube is often of good quality, useful, entertaining, amusing, or allows an area for performance display.

4) Do not expect excessive reputation: Uploading videos to YouTube should not aim to modify any video unrealistically to gain tremendous responses because most viewers prefer natural videos. Videos that have been modified to look like advertisements will not be interesting and will not be shared.

In addition, Nuttaputch Wongreanthong (2013) summarizes the concept of design and customization of YouTube Channel from the infographic of Braffton Digital Agency as follows.

1) Design a channel by optimizing the space. A channel can adjust the background, write descriptions, and use avatars to makes visiting viewers memorize the channel.

2) Use video content strategy. Broadcast videos on YouTube should have a clear dissemination strategy. The strategy will help to understand what

kind of content should be created and how it should be presented, i.e. makeup tutorials should have content on how to make up and do not use only advertisements of cosmetic products.

3) Use the Call to Action (CTA) button. YouTube has buttons that allow viewers to click on links at various points, such as subscribe, likes/dislikes, and comments. YouTubers may speak or display their videos to click on those buttons. This will affect the ranking of the videos and the evaluation can be enumerable. For example, it says “if you like this video, do not forget to click or subscribe.”

4) Use annotation. Annotation is the message that appears on the video screen, which is often the text linking to other videos with related content or additional information. Planning to use a good annotation can attract viewers to watch other videos as well. However, some annotations that appear on the screen can be annoying and make viewers not want to continue watching that video anymore.

5) Use thumbnail. Thumbnail is an important part that makes viewers interested in a video. Normally, YouTube will automatically randomize images from a different period of the video, but for marketing, a thumbnail will influence the number of views. When viewers share a video, it will also appear on other social media or websites. Therefore, if a thumbnail is needed to stand out and attract attention, YouTubers should design a thumbnail by themselves.

6) Use a Tag for searching. The search system has the same format as other search engines, which pull the tagged text in the video into the search system. Therefore, to make the video easier to find, it should be tagged with the keywords by using words or phrases that convey the image of that video. The video will exactly appear as a viewer wants to find.

7) Create a playlist. A playlist helps to organize videos into categories. It helps viewers to view a video by category more easily, including helping them to follow other videos of the channel in the same playlist.

8) Create engagement. When viewing videos; it often involves the issue of commenting. YouTubers should pay attention to those reviews and interact with the commenters to know if they still exist and to show the next uploaded videos in the future.

9) Enhance subscription and share. The channel should be consistent in uploading videos to enable viewership. Therefore, in the video, there should be discussions to subscribe or to show that there will be further content in other videos which will lead to subscribe and word-of-mouth.

10) Use insight (or YouTube Analytic). YouTube can display numbers and statistics to assess what needs to be improved. It can show what kind of content should be reduced or what kind of content should be paid special attention.

There is a variety of video production broadcast on YouTube from the production to the dissemination stage. Each beauty guru will have a different production process and create different interestingness in their videos. Therefore, production is an important part involving strategies for communicating with viewers.

2.2 Concept of Communication for Learning

2.2.1 Communication for Knowledge Transfer

The process of transferring knowledge comprises a sender transmitting the managed information, content, and meaning of the verbal and nonverbal message to a receiver. Thus, this renders a relationship between a sender and receiver and stimulates the receiver to learn from the occurring communication (Sorensen & Christophel, 1992, as cited in Mottet, Richmond, & McCroskey, 2006; Cooper & Simonds, 1999; McCroskey, Richmond, & McCroskey, 2006)

In this regard, communication for knowledge transfer is a form of communication for teaching and learning, which combines science from various branches including communication arts, psychology, and education (Mottet et al., 2006). Communication is the most relevant to the transfer of knowledge because teaching and learning cannot occur without the process of communication. Therefore, various forms of communication are the basis of knowledge transfer.

The communication process for knowledge transfer consists of 7 important communication elements as follows (Hurt, Scott, & McCroskey, 1988, pp. 18-26):

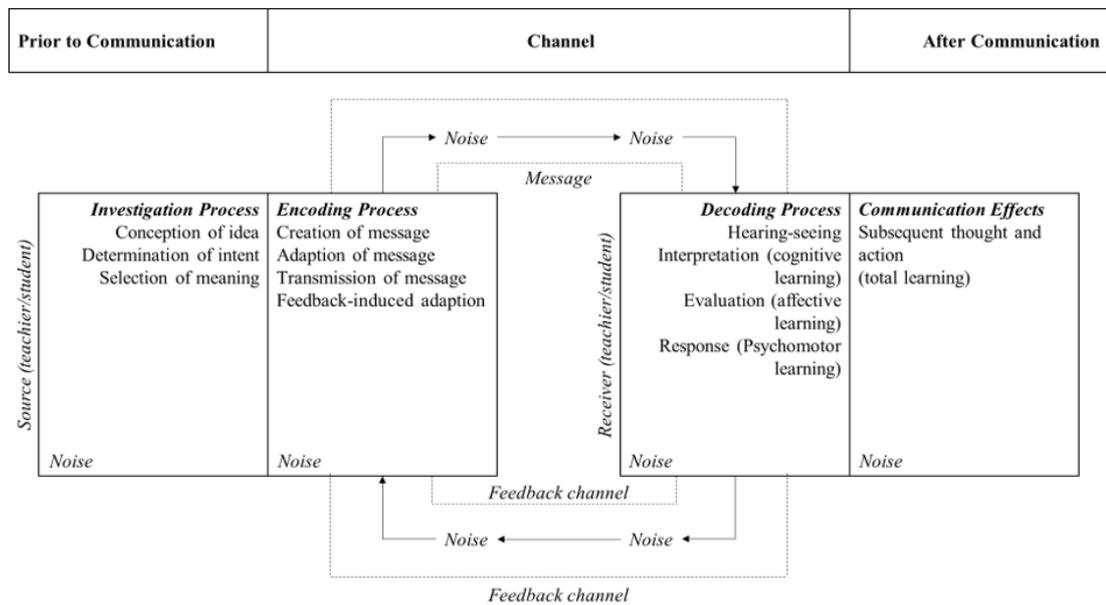


Figure 2.1 The Model of Communication Process in Classroom

Source: Hurt, Scott, & McCroskey, 1988.

2.2.1.1 Sender or source in the process, namely, a teacher or an instructor who will transfer the information to learners. Most teachers will perceive that their teaching is a one-way communication, but in fact, the learners are also a source of information in the process as well. Therefore, learning is an interactive process between a teacher and learners, and they can switch their roles as a sender and receiver, depending on the situation, all through their teaching in a classroom. Besides, sources of knowledge may come from other sources, i.e. an author of a textbook (Hurt et al., 1988, pp. 23). McCroskey et al. (2006) say that in communicating with learners, an instructor will focus on three missions of communication:

- 1) Set a communication goal for each teaching unit.
- 2) Place appropriate activities for communication goals.
- 3) Place activities enhancing three domains of learning: Cognitive Learning / Knowledge leading to a good understanding, Affective learning / Attitude leading to positive attitude, and Behavioral learning/ Practice leading to desirable behaviors.

2.2.1.2 Encoding: In communication processes, the intent and meaning of a sender will be transmitted through for verbal and nonverbal message, including other two important components:

1) Formulation of the message is the appropriate building of the intended message that needs to be conveyed to receivers or learners. The sender or the teacher must be aware of the communication goals. Their interpretation of learners and all communication occurred are based on the formulation of the message, in combination with their consideration on the surrounding environment and other relevant factors.

2) Transmission of the message is another important part that makes communication occur. A teacher must consider the guidelines for using communication channels. Mostly, communication in the classroom is often verbal communication. However, while speaking, there is also nonverbal communication through eye movement, facial expression, body movement, etc., which also play a role in increasing learners' understanding (Hurt et al., 1988, pp. 18-19; McCroskey et al., 2006).

2.2.1.3 Message: The message is the content of communication between a teacher and learners. It consists of verbal and nonverbal language, controlled, directed, and prioritized by the teacher during classroom communication. (Hurt et al., 1988, p. 76)

2.2.1.4 Channel: A channel is a way by which the message is transmitted from a sender to a receiver. Hurt et al., (1988, p. 25) say that oral and visual communication is the most common means of learning in a classroom. It means that communication occurred is in the form of interpersonal communication. Besides, there are other channels to supplement learning, such as textbooks, media, videos, etc. In the digital age where communication channels are various, learners can gain knowledge through many more channels besides teaching tools in the classroom.

2.2.1.5 Decoding: It is in the process of receiving and interpreting the message of either a teacher or a learner, playing the role of a receiver. There are four steps in the decoding process as follows (Hurt et al., 1988, p. 19)

1) Perception by the sensory system or sensory involvement. It is a mechanism in which a receiver perceives things through their sensory organs or

hearing and seeing. It can be a learner's interpretation of a teacher's message or a teacher's interpretation of a learner's message. From the interpretation, it can indicate if communication can bring about an understanding or not.

2) Interpretation. It is a continuous process that occurs from sensory perception. Sometimes the interpretation of a learner may not match a teacher's encoding. The results of the interpretation appear later, such as through questions and answers, and examination results, etc.

3) Evaluation. After the interpretation of the message transmitted by a teacher, a learner will assess if the received information is important for him or her or his or her learning or not. If the result of an assessment is positive, then such information will be remembered. On the contrary, if the result is negative, such information will not be remembered.

4) Response. After three steps, a learner will respond to his or her reception of a message. The response can be observed or maybe expressed incongruently with the actual feeling or thought.

2.2.1.6 Receiver: A receiver can be anyone in the process of communication in the classroom, i.e. a learner receives information from a teacher. The reception of a message can occur when the message is transmitted, and the receiver will depict that message. Therefore, in the communication process, both a teacher or learner can be a receiver depending on the situation. Besides, Hurt et al. (1988, p. 25) also say that not only a teacher in a classroom can be a source of information, but also authors of textbooks, as a teacher and a learner use those textbooks and have a reaction by answering questions or asking questions to the textbooks.

2.2.1.7 Feedback: In the communication process, a response may or may not occur depending on the involved communication factors. A response or feedback will also be an indicator of effective communication. When the message is delivered to a receiver, a response will be an indicator if the receiver understands the message or not. A response also helps to improve communication efficiency. For example, when a learner shows that he or she does not understand the message, a teacher may have to adjust the delivery method or encode the information that the receiver can depict and understand. A response can be divided into three forms: positive response, negative response, and non-response (McCroskey et al., 2006).

2.2.1.8 Noise: It is an unwanted thing in the communication process, but it is unavoidable. It will affect communication and makes communication less effective or fail. Noise can occur from external and internal factors of communicators in the communication process. Hurt et al. (1988, p. 21) state that the key factors affecting the communication process are human factors, or both a sender and a receiver, including their communication skills, attitude, knowledge, and social system and culture. Therefore, for effective communication for transferring knowledge, communicators must be aware of any disturbance that may occur.

For innovative communication for learning on YouTube in case of beauty tutorials, the process of learning is similar to communication for knowledge transfer in a classroom, or in other words, it is a process for communicating from a YouTuber to viewers, with all aforementioned eight communication elements. Nevertheless, some elements may be different in terms of methods and observability. For instance, in a program of transferring knowledge on YouTube, there may be a different response of receivers, which is immediate and observable. Both a sender and receiver may adjust their communication in the encoding, decoding, and responding process. The adjusted methods and communication patterns to match the communication process through media like YouTube will be explained in the next chapter.

2.2.2 Teaching and Learning Styles

An important part of effective communication for knowledge transfer is the teaching styles that accord with learners' learning styles. Tissana Khemmanee (2007) explains that teaching and learning styles mean the condition and aspects based on systematic principles, concepts, theories for creating those conditions or aspects. To illustrate this, for teaching styles, they are systematic teaching processes, methods, and techniques that have been proven to be effective.

From the preliminary survey of this study, it is found that beauty programs have similar characteristics and forms even though their effectiveness has not been proven. Still, some apparent characteristics of beauty programs have been found as follow:

2.2.2.1 The international or universal teaching and learning styles can be grouped into five categories as follows (Tissana Khemmanee, 2007)

1) A teaching model focusing on the development of the cognitive domain: This teaching model focuses on knowledge and understanding by using information, facts, or concepts as the basis for teaching.

2) A teaching model focusing on the development of the affective domain: This teaching model aims to attain desirable attitudes, values, morals, and ethics. It mainly focuses on cultivating the internal development of a person.

3) A teaching model focusing on the development of the psychomotor domain: This teaching model emphasizes the development of the ability to perform or act which requires the use of principles, methods, and training towards fluency and proficiency.

4) A teaching model focusing on development process skills: The teaching model focuses on the understanding of using a variety of operations leading to analytical thinking and synthesis with creativity and reasonable judgment or to an understanding of social processes.

5) The teaching model focusing on integration: This teaching model focuses on integrating or combining various fields of studies to enable them to apply the gained knowledge for self-development appropriately.

In the case of beauty learning on YouTube, there are a variety of tutorials since the content in each episode has a different focus. To illustrate, in some episodes, the program focuses on the psychomotor domain (make-up skills) or aims to develop cognitive domain (product reviews), etc. Accordingly, the researcher will use this teaching model as a frame for studying the results of development in various areas, including the impact on learners, especially to see to which direction the reception of the message goes.

Besides teaching styles aimed at different developmental focus, as mentioned above, there is also a tutorial on YouTube programs. There are advantages and disadvantages to each teaching method. Tissana Khemmanee (2010) indicates that teaching methods consist of important components and procedures that are unique. Each method has its distinctive points that help to teach or focus differently on transferring knowledge or on the learning process towards each learning goal.

2.2.2.2 Teaching methods. 14 methods of teaching methods are summarized as follows (Tissana Khemmanee, 2010).

1) Lecture. The objective is to help learners learn a large amount of information within a time limit through oral methods, explanation, the narration of the content.

2) Demonstration. The objective is to see the actual practices, leading to an understanding of such practices.

3) Experiment. The objective is to witness empirical results from one's actions by allowing learners to experiment with the specified problems.

4) Deduction. The objective is to learn specific principles and be able to apply such principles in specific cases.

5) Induction. The objective is to learn to generalize the main principles and be able to capture the main idea.

6) Field trips. The objective is to enhance the direct experience from a real situation.

7) Small group discussions. The objective is to let learners participate in learning activities to gain experiences from exchanging ideas with others and be able to extend the experiences learned from others.

8) Dramatization. The objective is to visualize the learning content from dramas, which enhances good memory.

9) Role-plays. The objective is to learn to understand the behavior of others, leading to empathy and sensitivity to others' feelings from the roles learners play.

10) Case study. The objective is to let learners confront existing or actual problems, enabling learners to have analytical thinking and problem-solving skills.

11) Games. The objective is to learn in an amusing environment to increase learners' curiosity and experiences from playing games.

12) Simulation. The objective is to learn from the most realistic situation to understand various situations more clearly.

13) Learning-center base. The objective is to enhance self-learning through the use of learning media in the center.

14) Programmed instruction. The objective is to learn from the programmed lessons, which focus on individual learning and additional self-learning can be done at all times.

For the beauty-tutorial programs on YouTube, a demonstration is used as the main teaching method. Chisanu Panchareon and Charungchit Nhampaiboon (2010) indicate that the demonstration methods, a two-way learning model emphasizing learners to practice daily-use skills on parts of their body can foster learners' memory of the steps, processes, and movements. For beauty-tutorial programs on YouTube, there are two possible alternatives: firstly, one-way learning in which a beauty guru demonstrates how to make up, and the other is two-way learning in which a beauty guru demonstrates how to make up and then allows learners to practice by following his or her instruction. However, although the latter method does not provide an opportunity for a beauty guru to evaluate the results of his or her tutorial completely, YouTube is a social media of a two-way communication and beauty gurus can follow the results of their tutorials. As a two-way communication media, content, communication strategies, and the impact of a program can be improved and adjusted in various ways, which will be studied further in this research.

Moreover, not only by a demonstration method, some other teaching methods, i.e. lecture, deduction, etc. are used in some episodes. Each method plays a significant role in teaching differently and helps to analyze the type of programs and communication strategies used more clearly.

2.2.3 Types of Programs

The popular broadcast programs on TV and radio are as follows: (Chaiyong Phromwong, Nikhom Thadang, & Paiboon Kachentaraphan, 2003).

1) Talk program is a program in which the host of the show raises some issues to talk about.

2) Conversation program is a program in which 2-3 persons are invited to share or to talk about some issues with a moderator while the audience may also join in the conversation.

3) Discussion program is a conversation between the host and guests while the audience plays a role as an observer.

4) Interview program is a dialogue in the form of Q & A to respond to some questions, doubts, or facts.

5) Demonstration and experiment program is a presentation by explaining the techniques, methods, and procedures in sequences so that learners can follow and practice.

6) The news program is a presentation of a phenomenon or some factual stories.

7) The documentary program presents true stories concerning human principles or relationships. It may present by audio-visual or by having a moderator help to connect to the presented story.

8) Drama is the presentation of performance to draw learners' shared feeling with the presented phenomenon.

9) Non-fiction drama presents an integrated program of documentary program and drama.

10) Song and Music program is a program that presents songs in the form of musical shows and concerts.

11) Magazine program presents various kinds of content by dividing the into sub-stories in one program.

12) Variety program focuses on entertainment similar to a magazine program with various content, but a variety program is not necessary to link each content together.

13) Game show program emphasizes competition among participants, i.e. quiz, etc.

14) Spot program is a short and compact program focusing on repeated presentation or broadcast and is mainly for social or persuasive campaigns.

It can be seen that the types of programs are diverse. From the preliminary study, it is found that most of the beauty programs broadcast on YouTube are a demonstration and experimental programs. However, some episodes insert other presentation formats such as talk program or conversation program. This causes a distinctiveness in this type of program and can affect viewers' satisfaction as well.

In hosting a program, especially in TV and radio programs, moderators or the hosts of a program have to be well-prepared before broadcasting. Besides, they are

required to have a good looking, to smile, and have friendly facial expressions and eye contact in congruence with the presented content. Their pronunciation has to be clear and reflects their self-confidence that can make the audience believe in them, with proper and punctual speed rates. Their language is polite and can convey clear meanings. (Pinyo Changsan, 1999).

The concepts on beauty programs are used as guidelines in analyzing content, types of programs, and the hosting of beauty programs on YouTube.

2.2.4 Edutainment

The knowledge gained from viewing beauty programs on YouTube is communicated similarly to that from television programs by inserting knowledge with amusement in the form of edutainment.

Edutainment (Parichart Sthapitanonda, 2000) is a mix of knowledge and news that are conveyed through entertainment programs with content enhancing the development in various aspects. The presentation uses entertainment in various forms, so receivers are entertained along with knowledge towards the desired direction of the society. The word “edutainment” comes from two words: “Education” which means knowledge and the word “Entertainment”, which means entertainment. When they are combined to become one vocabulary, it means “informational entertainment.”

In transferring knowledge to audiences by using entertainment tools, it helps to reduce the burden of the brain when receiving information causing stress and anxiety to consume such information. This entertaining presentation will help transform information that may be complex or may not be interesting nor easy to understand. The combination of entertainment and knowledge is the right alternative for today. Especially in the 21st-century learning concept that focuses on stimulating learners’ interests. If content can make them understand more easily, they will become more interested in such content. In the past, subjects like make-up are too difficult for general people to understand and learn, if they are not professional nor experts in this field. Teaching as per formal curriculum seems to be complicated and difficult for learners to access such learning. However, once beauty programs have been broadcast on YouTube, they transform them into more entertaining programs and convert

information that seems to be complicated for general people into something easier to view and learn. This allows them to access and learn about beauty more easily.

The nature of teaching by edutainment requires a variety of theories to support. Parichart Sthapitanonda (2000) compiled the following key concepts in explaining the use of edutainment:

1) Social Learning Theory based on the concept of Bandura (1997, as cited in Parichart Sthapitanonda, 2000) explains that people will learn behaviors from observing behaviors of others through direct experience or others' appearance in the media. It is a behavioral learning model from imitating a role model's behaviors. This theory is one of the key theories for media production of edutainment. In a beauty program, a beauty guru acts as a role model for viewers to imitate his or her behaviors.

2) Para-Social Interaction Theory by Horton and Wohl (1956, as cited in Parichart Sthapitanonda, 2000) arises from the imagination of audiences to create a close relationship with the characters or people on a program as if it were a real phenomenon. In some cases, building such a pseudo-relationship can cause viewers' behaviors, either while or after viewing a program. Thus, producers try to use this theory to build relationships with their audiences to call for interest and get connected, resulting in greater viewing effectiveness. The created relationships can be like brotherhood, sisterhood, or fellowship.

3) Play Theory by Stephenson (1967, as cited in Parichart Sthapitanonda, 2000) emphasizes the role of the media as the toys of the audience, which creates fun, satisfaction, and enjoyment while watching. It will also lead to attitudinal and behavioral changes.

4) Persuasion Theory offers entertainment perspectives that entertainment media can efficiently attract attention from consumers. It is a tool that will expose information, knowledge, and memory, causing various behaviors according to the content that is presented.

5) 'Diffusion of Innovation' Theory by Rogers (1995, as cited in Parichart Sthapitanonda, 2000) explains that in transferring information, knowledge or opinion to members of society, it must encourage people to think in a manner that is consistent with the needs and values that are spread out.

6) Social Marketing Theory by Kotler and Zaltman (1995, as cited in Parichart Sthapitanonda, 2000) proposes that social marketing is applied from profitable marketing to non-profit services which can be used to help design and plan edutainment production.

7) The Dramatic Theory is the main basis for creating edutainment in the form of dramas and movies. There are proceedings in various events that resemble real-life, which stimulate the perception and emotional response of audiences.

Beauty programs are not only for learning but also for the development of the audience's life. The nature of a program presentation is also a form of edutainment program that includes methods and format of the presentation according to the nature of the edutainment as mentioned above. This feature will be used as a guideline in establishing the questions and analysis of the program.

2.3 Technological Determinism in Mass Communication

Technological determinism is a reductionist theory that assumes that a society's technology determines the development of its social structure and cultural values. Technological determinism tries to understand how technology has had an impact on human action and thought. Changes in technology are the primary source of changes in society.

Nowadays, communication technology becomes the basis of social structure. The use of communication technology causes social change. Also, it has an impact continuously on the technology itself (McQuail, 1994). The role of communication technology that has entered human life affects time, distance, and communication. Especially, in the matter of public space, it has been created to allow people to meet, talk, and discuss various problems. The communication technology has a big impact on time and space; even more, it has reduced a gap between time and space. Information and communication technology have developed rapidly and have resulted in greater communication possibilities, large amounts of storage, and the ability to send an enormous amount of information at one time. As a result, new social processes need to adapt to conform to the changing technology as well. McQuail (1994) has compiled the outstanding characteristics of the theory as follows.

- 1) Communication technology is a basic tool or mechanism for every society.
- 2) Each type of communication technology is suitable for each social structure
- 3) The production process and use of technology can cause a change in society.
- 4) When the revolution of communication technology changes each time, it will cause a revolution and social change subsequently.

A paradigm of technological determinisms creates changes in society. It can be combined with learning approaches in the 21st century. Due to the changing social circumstance by the internet 2.0, 3.0, and 4.0, this makes people in society have changing lifestyles from the traditional ones, including the way of seeking knowledge. The communication technology that has come to be an important tool of the era is a new media like the Internet, which in this research has narrowed down to social media, YouTube.

However, important features of the new media that will affect the change of human experience and society are: (Kanjana Kaewthep & Nikhom Chaikhunphol, 2013)

- 1) The interactivity of media is a feature that interacts with two parties, usually only with face-to-face communication. However, for new media, the interaction can take place even without the need for face-to-face communication.
- 2) Individualization/Demassification is a form of mass communication in which many receivers can receive messages at the same time. Especially, as media develops, many receivers may not be forced to receive it at the same time. Receivers can choose to receive the substance they want from an appropriate media.
- 3) The asynchronous nature of new communication is a characteristic that occurs in new media whose information is divided into parts. Receivers will receive and gather the substance by themselves. Not only the properties relating to receivers, but the substance itself is also affected in terms of proper storage. Therefore, the result is in more outstanding usability.

The technology also affects the form of communication. Altheide and Snow (1985) analyze and subdivide the technology into several dimensions as follows:

Format 1: A sense of experience in the analysis of the creation of receivers' experience from each type of media, such as in listening to music, a receiver must use visual imagery from the content and meaning of the song. When the form of the media changes to music videos, a receiver will interpret the meaning differently. Besides, this format also concerns how much the audience is involved.

Format 2: The content format is an interesting type of content that allows a receiver to interpret or define his or her meanings, such as realism or fantasy, opened content, or closed content.

Format 3: the use of code is the analysis of how the code is entered in a substance, such as using images, characters, or audio descriptions.

Format 4: Context of use is the analysis of the media context. The space or time or social dimension in media usage will create a different media experience.

Format 5: Relationship between a sender and a receiver is the form of relationships in terms of communication directions and communication process control. In the case of new media, relationships change roles of communication and tend to have equal control over the communication process.

Communication tools that are caused by the changes and by the development of the technology sphere (techno-sphere) cause the nature of being a mass media less (de-massified), in which behaviors of a receiver will choose to receive information from a kind of media according to his or her satisfaction. Moreover, the flow of information through this new communication tool creates changes for individuals and societies (Namthip Sampaoprasert, 2000, pp. 16-26; Toffler, 1980).

The impact of communication technology affects the lives of people in society. Since individuals are considered to be parts of society with constant communication and information, the changes may occur in a person's awareness and sudden changes. From the concept of accepting innovation, the analysis of the effects of these changes can be divided into the individual level and social level. The individual level can be divided into three categories (Dutton & Loader, 2002)

Category 1: Desirable/undesirable impacts affect people or society in the form of benefits and harms.

Category 2: Direct/indirect impacts are immediate impacts after accepting innovation and changes from direct impacts.

Category 3: Anticipated/unanticipated impacts are changes that occur without knowing or without knowing what will happen to members of society.

As for the impact of communication technology affecting society, three issues can be considered (Hanson & Narula, 1990) as follows

1) The impact on the lifestyle and the quality of life of people in society is about the matter of family relations, social relations, growth in knowledge, time use, values, and seeking information behaviors.

2) The impact on the social system on communication gaps is about the different levels of news exposure, social integration, and the interest of people in a changing society.

3) The impact on management regards accessibility and participation through existing communication systems.

From the concept of communication technology, Communication for learning on YouTube is considered a communication channel as it is a new media that affects people's reception nowadays as a result of the characteristics of new media, communication styles resulting from technological changes, including the impact that occurs at the individual and social levels. Therefore, the researcher uses this concept as a guideline to study innovative communication for learning beauty on YouTube.

2.4 Concept of Influencers

In the communication process for knowledge transfer, a sender or the person responsible for knowledge transfer is like a teacher in a classroom. A sender that transfers the knowledge to receivers effectively should have to be accepted by receivers to have an impact on their learning. Normally, the impact on learning based on the acceptance of a sender is different in four aspects: exposure to communication, perception of messages, cognitive learning, and influence on a receiver (Hurt et al., 1988, pp. 114-116).

In addition, Hurt et al. (1988, pp. 116-126) also say that to be an influencer in communication for knowledge transfer, he or she must have four characteristics that will lead to the acceptance from receivers, namely, credibility, interpersonal attraction, homophily, and power.

Credibility is the basis for creating an acceptance, which will give receivers confidence in a sender as well as the information received. If a sender has high source credibility, it will make receivers comply with the received message at a high level as well.

Interpersonal attraction relates to the social expression of a sender or sociability. Especially for receivers, it will bring about good interaction towards learning and create a positive attitude towards a sender, including towards all involved communication elements and processes.

Homophily is the commonness between a sender and a receiver. The level of homophily depends on some factors, such as gender, age, culture, etc. A sender and a receiver will be able to communicate to each other more easily due to their common understanding of the status of each other as well as their shared experience. Also, the important element of homophily is a similar attitude of a sender and a receiver, which will lead to mutual support in a communication process. As a result, communication will be more successful and achieves the intended goal.

Power has a great impact on classroom communication by affecting receivers' psychological state, expression, and behavior. If the use of power in a communication process is righteous, the acceptance of the sender will be high. However, whenever inappropriate power is used, it can harm the communication process too.

Communication for learning beauty programs on YouTube gives high importance to a person who transfers knowledge. According to Satanan Kuanon (2005) who studied the important factors for selecting makeup courses, she found that the most important factor is personal media. Specifically, such personal media focuses on influencers who can influence receivers' ideas in online media and can disseminate their information widely to a large number of receivers. In the marketing circle, influential people are divided into the following categories (Seri Wongmonta, 1999).

- 1) Celebrities have the power to attract consumers to conform and easily persuade them to imitate their behaviors.

- 2) Professionals are very influential, especially anything involving their profession.

Another three types of influencers, who are general people, are as follows: (Somkid Anektaweepon & Patpicha Reuksirinukun, 2009).

- 1) General people who have a high interest in a particular subject and can share their story with others.
- 2) Groups of people who have experience in using the same products or services and use the web board as a discussion area.
- 3) Groups of people with negative attitudes towards products or services who use online media to express their feelings about those things.

To determine if a person is influential or is an influencer or not is based on the number of people who are involved with that influential person, to what extent an influencer's opinion is disseminated, and how frequently and consistently his or her idea is presented.

For a beauty program, most accepted beauty gurus possess the qualification of an influencer on beauty issues. The concept of influencers will be used for selecting samples and analyzing the data for this study.

2.5 Concept of Receivers

An important goal in a communication process for transferring knowledge from a sender to a receiver is to affect receivers in three domains: *cognitive domain* is related to knowledge, ideas, understanding, and wisdom of a receiver from the transmission of information or it can be said that it is the impact on knowledge, *affective domain* is related to the psychological state of a receiver in terms of feeling, beliefs, values, interest, attitude, etc., and *psychomotor domain* is related to a receiver's application of what he or she has learned, or it can be said that it is the impact on practice after learning. (Hurt et al., 1988, p. 28; Krongdai Unhasuta, n.d).

Knowledge, attitude, and practice are three important interrelated variables, used to describe how received message causes changes in these three domains.

2.5.1 Knowledge

Knowledge is a domain that refers to information and fact of something gained from observation, direct experience, or exposure to media. Surapong Sothanasatian (1990) says that most people will have an awareness through their initial experience and will organize into a structure of knowledge to create memories in the psychological

state of a learner. Bloom, Hastings, Madaus, and Baldwin, (1971, pp. 271-273) classify the assessment of knowledge into six levels as follows:

- 1) Recall level: A learner can retrieve his or her memory.
- 2) Comprehension level: A learner can summarize the essence of a message into his or her own words, illustrate it by images, interpret its meaning, or compare data.
- 3) Application-level: A learner can apply abstract facts towards concrete actions.
- 4) Analysis level: A learner can separate components of knowledge, classify them, and use such information for their practice.
- 5) Synthesis level: A learner can apply and synthesize the received information and concepts to create new or different ideas or things.
- 6) Evaluation level: A learner can use the information to set criteria, collect data, and measure the effectiveness of each activity.

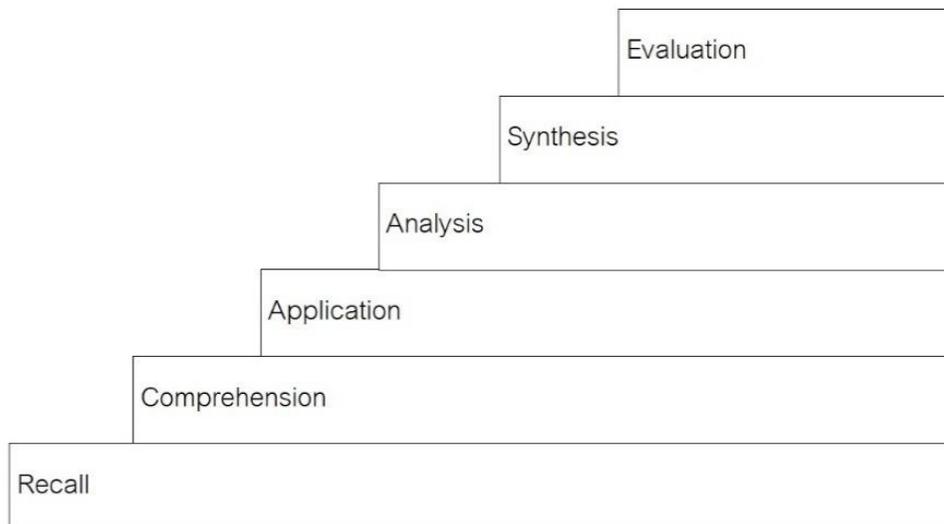


Figure 2.2 The Assessment of Knowledge Levels

Source: Krongdai Unhasuta, n.d.

2.5.2 Attitude

Attitude is the link between the cognitive and behavioral domains. Attitude causes a tendency to evaluate something. Jumpol Rodkhamdee (1989) summarizes changes in human attitude towards something into three levels as follows:

1) Cognitive change is caused by the acquisition of new information from various media leading to like or dislike something. If people think it positively, positive attitude occurs. On the contrary, if people think it negatively, negative attitude occurs.

2) Affective change is derived from experience, impression, or depression. It is a matter of an individual's values.

3) The behavioral change affects how people live by changing or modifying people's behaviors as a result of knowledge, ideas, and feelings.

The attitudes arise from learning at various times of life both through media and direct experience. The occurrence of attitudes can be expressed in 3 types: positive, negative, and neutral attitude. However, these three types may not be fixed but may change over time. Attitudinal change can be in two directions: changes in the same direction and changes by the level. In other words, the previous attitude can be less or more positive or negative.

Besides, from learning, five kinds of behaviors related to attitude, values, feelings, and beliefs may occur on receivers or learners: (Krongdai Unhasuta, n.d., p. 2).

1) Perception/Acceptance level: A learner will interpret the meanings of what he or she receives.

2) Response level: A learner gives a response to what he or she receives, showing his or her satisfaction, willingness, or consent.

3) Value-formation level: A learner accepts what he or she receives and complies with him so continually that it becomes a positive attitude and belief.

4) Value-organization level: A learner organizes his or her values by choosing to adopt new values or to adhere to the existing values.

5) Value-personalization level: A learner applies the adhered values to control his or her self-expression, which affects his or her personality in complying with such values.

2.5.3 Practice

Surapong Sothanasatian (1990) states that behaviors or actions are an expression of a person, based on knowledge and attitude. Each person has different behaviors because of different levels of knowledge and attitudes, that may be caused by each person's accumulated experiences; thus, it affects his or her expression of behavior. Also, Orawan Pilan-owad (2006) explains that most people's actions or behaviors follow their attitude. Attitudes are, therefore, controllers in the expression of those behaviors as well.

Moreover, behavioral changes are caused by the relationship between knowledge, attitude, and behavior in 4 ways (Schwartz, 1975, pp. 28-31).

- 1) Attitude is an intermediary leading to learning and practice. Therefore, knowledge relates to attitude and affects practices.
- 2) Knowledge and attitude are interrelated and cause practices.
- 3) Knowledge and attitude can lead to practices, while knowledge and attitude do not need to be related.
- 4) Knowledge affects both direct and indirect practices.

Besides, Krongdai Unhasuta (n.d., pp. 2-3) says that behavior is the ability of a person to perform skillfully by learning, which is expressed in terms of practical skills. Behaviors can occur in five levels as follows:

- 1) Imitation: A learner selects a model in which he or she is interested, and he or she knows correctly what to do.
- 2) Complying action: A learner complies with his or her interested model and trains himself or herself repeatedly until gaining desired skills.
- 3) Accurate action: A learner knows how he or she can do something without being guided and can develop his or her patterns of behaviors.
- 4) Continual action: A learner knows how to choose to do something regularly until he or she can do it correctly and rapidly.
- 5) Habitual and natural action: A learner practices regularly until he or she can do it naturally, or it does not look like he or she follows any prototype. In other words, a learner can adapt the learned content to suit him or her well.

The occurred knowledge, attitude, and practice in beauty programs in various forms are due to the sequential relationships during the learning process, but at the same

time, it is possible to change the direction of behavior. However, it is also possible that the sequences can be switched. This thus can be used as a guideline to study the impact on audiences learning beauty programs on YouTube, both in the design of data collection tools, analysis, and discussion.

2.6 Concept of Content Analysis

Parichart Sthapitanonda (2002) states that content analysis is the classification, interpretation, and evaluation of content that can be observed. Content means symbols a person uses for mutual exchange in various forms, such as text, books, magazines, songs, pictures, movies, etc.

2.6.1 The Objectives of Content Analysis (Parichart Sthapitanonda, 2002).

2.6.1.1 Content analysis: It is to find structural, functional, and nature of content components by finding generalized or universal rules or regulations from a group of samples, which can be applied to explain other relevant content.

2.6.1.2 Narration or interpretation: It is to search for the overall meaning of content through the use of words, languages, or texts and to analyze the conveyed meaning by the objective of the message. This can be used to connect with external influence in terms of production and effect.

2.6.1.3 Evaluation of content value: It is a comparative analysis of the suitability of the message from theoretical or other acceptable regulations.

In this research, the content will be analyzed based on 3 objectives to find out the structure, interpretation, and evaluation of the beauty programs.

2.6.2 Components of Content Analysis

2.6.2.1 Content can be analyzed by types of content and quantity of content.

1) Types of content: According to the concept of Frey and the group (1991, as cited in Parichart Sthapitanonda, 2002), content is divided into “output” of communication and “transcripts” of communication.

2) Quantity of content: A group of content is selected as representatives for analysis in the case of a large amount of content.

2.6.2.2 Indirect observation is data collection through systematic observation and analysis without any intervention.

2.6.2.3 The selection of content must be appropriate and consistent with the research objectives based on the theoretical framework for content analysis.

In this regard, content analysis is divided into units for data analysis to systematically manage the content of the analysis.

2.6.3 Guidelines for Organizing Units for Data Analysis (Berelson, 1952).

2.6.3.1 Words or symbols are the smallest unit of data analysis, such as names and vocabulary.

2.6.3.2 Theme. A theme is the main issue of communication, which often appears in qualitative research.

2.6.3.3 Character is used to identify a person in the study by using the division criteria that are suitable and meet the research objectives.

2.6.3.4 Time and space are the broadcast period and space.

2.6.3.5 The type of items includes news, articles, or television programs.

In the analysis of beauty programs, the units of analysis are determined from the guidelines to answer the research questions.

2.6.4 Content Analysis Guidelines

The content analysis focuses on finding conclusions and interpreting the various characteristics of a sender, message, receiver, communication context, a result of communication, and social behaviors, reflected through media, based on the following three objectives:

2.6.4.1 Description. It emphasizes the narration of characteristics of content, both observed and latent. Content can be analyzed by a quantitative method or other methods, which can reflect the true characteristics of the content and the results of the analysis can be used for making media policies and decisions as well.

2.6.4.2 Explanation. It often appears in qualitative research focusing on the interpretation of content presentation, including inspiration, target audience, situation, impact, and suitability.

2.6.4.3 Comparison. It is a comparative analysis of content characteristics. The content to be analyzed can be from the same or different sources. The comparison between content in the media and reality can also be conducted.

2.6.5 Genres Analysis

Genres Analysis can show the format of a program by analyzing its attributes, such as presentation timing, conversation, scenes, background music, etc. The types of programs are also used for classifying movies and television programs. The classification of types of programs is useful for both producers and receivers (Kanjana Kaewthep, 2004, pp. 134-137).

2.6.5.1 Importance of Genres to producers. Television programs or movies are categorized, and each category will have a different form of production, and presentation timing as a formula. Producers need to understand the relationship between the format and content to be able to create television programs or movies suitable for each category.

2.6.5.2 Importance of Genres to receiver. The category will help receivers to determine their perception, interpretation, and expectations of a television program or movie they view. Receivers must have a basic understanding of each category to interpret and receive the message correctly.

Berger (1992, as cited in Kanjana Kaewthep, 2004) cites examples of program classification based on two criteria, objective and emotive nature of programs as follows:

EMOTION	Strong	Contest	Drama
	Weak	Actuality	Persuasion
		High	Low
OBJECTIVE			

Figure 2.3 Television Program Classification with Objective and Emotive in Determining

Source: Kanchana Kaewthep, 2004, p. 137.

- 1) The contest is an emotive program and based on reality.
- 2) Drama is an emotive program, but not based on reality.
- 3) Actuality. The actuality is a news program that is not emotive but based on reality.
- 4) Persuasion is a persuasive program (or advertisements) that contains a small amount of both facts and emotions.

From the preliminary survey of beauty programs on YouTube, it is found that YouTubers present the content in many formats, such as drama, contest, or persuasion. Therefore, beauty programs on YouTube are unclear in terms of program types. Therefore, types of beauty programs are studied and analyzed to get a clearer view.

2.6.6 Genres Analysis Guidelines (Kanjana Kaewthep, 2004, pp. 141-153)

2.6.6.1 Formula Analysis: Media Products consist of a convention with which receivers are familiar so this makes them understand the content and the convention that creates aesthetics of media production. The formula involves creating familiarity with receivers or convention.

2.6.6.2 Narration Analysis: The content of the beauty program will be explained in a different style that creates a different format of programs, but at the same time, programs with formulas have the logic of narration as the main component. For example, the make-up program will have a sequence of content, from the step of putting

on foundation, eyebrow, eye, and mouth. In some programs, steps are switched, which causes a different narration.

2.6.6.3 Intertextuality Analysis: The programs on television or movies are mostly reproduced. The re-production will be adjusted in various ways in the form of multidimensional media, such as content adjustment, but with the original format, or using original content but with little adjusted format. The analysis of connections can be done in 2 levels: horizontal connection or a concurrent presentation of various media, such as TV dramas can be both broadcast on television and published in newspapers, and vertical connection or the step-by-step interpretation from primary to secondary content. For example, when a program or movie is released, there will be subsequent reviews, which are considered as secondary content.

2.6.6.4 Convention/Invention Analysis: In the production of programs or movies, the convention, and invention are used, and the usage in each era will be different. For example, in the classic era, the production will be a convention, the modern era will be the invention, and the post-modern era will go back to the convention. The production will be repeated but in a new form of presentation. From the study of repetition, U. Eco (1985, as cited in Kanjana Kaewthep, 2004), several methods of repetition were offered, i.e. Retake, Remake, Series Saga, etc.

2.6.7 Dimensions of Study by a Communication-Model Approach

2.6.7.1 Sender Dimension: How are convention and invention characteristics constructed for the use of predicting receivers' perception?

2.6.7.2 Content Dimension: What kind of content can the structure reflect? What are the sub-components?

2.6.7.3 Receiver Dimension: How do receivers interpret the received message from their experience and expectation? How do they interpret repeated content?

2.6.7.4 Relationship Dimension: What is the relationship between genre and socio-cultural aspects, or the relationship between genre and lifestyle? What is the impact of genres on individuals in each group?

Furthermore, Kanjana Kaewthep (2004) proposes 3 ways of analyzing genres or types of programs:

- 1) Aesthetic approach
- 2) Ritualistic approach (in exchanging meanings)
- 3) Ideological approach

Samples of beauty programs on YouTube were selected and analyzed from the perspective of a sender and receivers to examine existing genres or program formats of beauty programs at present.

2.7 Concept of Beauty

2.7.1 The Importance of Beauty

The concept of beauty was influenced by Feminism and gender philosophy in which women's condition is determined by their physical structure and women were not treated as equal as men in society. The physical change of women aims to attract attention. In social media, a huge amount of publicity has been on the issue of women's beauty and their flawless beauty has been constructed continually in the media. Therefore, women become sexual objects and focus on their bodies as a tool to attract across-sex attention. Besides, women's beauty has been connected to the use of accessories while ignoring the part of their personality. (Venkatesan and Losco, 1975, as cited in Kanjana Kaewthep, 1992).

Gender is a physical aspect that includes masculinity and femininity concept determined by cultural, social, and other conditions. Besides, it determines the scope of belief, attitude, myths, and traditions that creates social norms of being women or men.

Physiological differences between women and men also lead to the determination of differences in other matters, such as skills, knowledge, abilities, emotions, and mind. It is because of a belief that it is a natural condition of gender causing the creation of the inferior status of women to men.

Consequently, women must find ways to respond to such oppression. Thus, the improvements and changes in their beauty are used to create their stand in today's society.

2.7.2 Beauty Characteristics

McCann Truth Central (2012) divides the beauty prototypes based on universal standards into five characteristics as follows:

1) **The Powerful Peacocks:** The beauty of peacocks refers to career success and power. Women in this group like to change their beauty by universal and like to learn and experiment with innovations.

2) **The Seductive Foxes:** The beauty of fox has an attached meaning of romance and sexual courage. Women in this group like to add beauty that gives a sexy appeal. It is considered the largest group of the women population, who are fond of using beauty products to create the effect of femininity.

3) **Social Butterflies:** Butterflies represent beauty that can grow with more beauty. Women in this group are interested in beauty and like to share secrets and inspire others towards beauty.

4) **The Graceful Swans:** A swan is a symbol of elegance, focusing on augmenting the existing beauty. Women in this group improve their beauty by choosing quality and valuable things for themselves. Beauty is oriented towards the enhancement of their self-confidence and satisfaction.

5) **The Comfortable Cats:** A cat is compared to comfort, and beauty is enhanced from the internal. Women in this group gratify happiness with natural beauty and do not expect to have external-beauty changes.

The characteristics of beauty prototypes show different expectations of beauty and beauty changes. Therefore, the creation of a beauty framework that accords with the characteristics of beauty prototypes consist of 4 factors in creating and maintaining beauty.

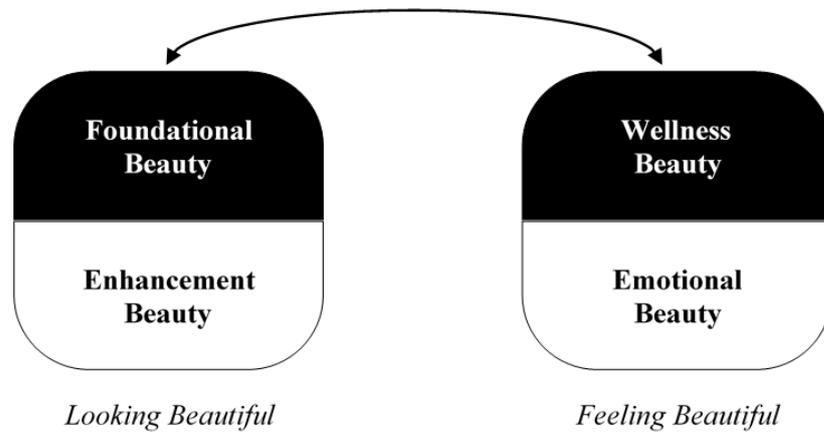


Figure 2.4 Chart of the Factors to Create and Maintain Beauty

Source: McCann Truth Central, 2012, p. 10.

Physical or Appearance Beauty is divided into 2 factors: the foundation of beauty or the building the basic beauty from the surface of a person by focusing on the perfect skin, and the Enhancement Beauty or the adding of beauty elements for beauty on the face and create appropriate beauty to suit the overall look, mood, or situation.

Affective Beauty is divided into 2 factors: Wellness Beauty or beauty from good health, resulting in bright and radiant skin. Good health building comes from correct eating and sufficient exercises. Emotional Beauty is to build confidence in expression and have a good personality and a good heart, including smart expression.

2.7.3 Creating Beauty with Makeup

2.7.3.1 History of Makeup

Creating beauty with makeup has been introduced since the old days. Women have different ways to decorate their faces for better looking. The makeup history can be divided by eras as follows (Medical Insurance, 2012)

1) 4,000 BC: Ancient Egyptians found the treatment of skin moisture and reducing wrinkles. During that period, women preferred to apply makeup under the eyes in dark green with black eyelashes.

2) 1,000 BC: Persian women used henna to dye their hair and write on their faces.

- 3) 1st century: Romans began to decorate their faces with cosmetics, developed by Egyptians.
- 4) 6th century: European women preferred pale skin while the Spanish ones used pink color to decorate their faces.
- 5) 16th century: rich women used face powder. The cosmetics in that era were toxic and caused deaths from using cosmetics.
- 6) End of the 17th century: the use of lipsticks, eyebrow pencils, and hair dyes was popular. Cosmetics derived from various herbs and plants.
- 7) 18th century: Victorian women plucked their eyebrows, used eyelash oil, used face powder made from rice, and decorated colors to nails, lips, and cheeks.
- 8) Early 19th century: Powder, puff, and make-up brushes were used. In Vogue magazine, there was a story about Turkish people using henna on their eyelids, which is the beginning of cosmetics sales. Moreover, there was makeup in the movie. Later, lip gloss, eyelash curlers, hard and creamy mascara became popular.
- 9) Mid-19th century: A movie star, Audrey Hepburn, had a cat-eyes makeup style.
- 10) Late 19th century: Eye shadows and eyeliners were popular and drove the cosmetic industry. At the end of the era, it began the use of anti-aging cosmetics, including reducing cellulite.
- 11) 20th century: Surgical techniques were used. Botox injections for wrinkles reduction were very popular.

It can be seen that makeup has been introduced in human history for a long time, especially to women. A popular style will change in each era. From the preliminary study, it is found that beauty gurus on YouTube, both Thais and foreigners, have brought the issues of the periodic beauty to be displayed in their programs, such as Cleopatra-style makeup (Ancient Egypt), Victorian-style makeup, etc.

Not only are make-up issues by periods raised in the beauty programs, but also issues by different topics, such as makeups and dressing in movies and animation, makeup and dressing to follow actors or stars, including beauty tutorials on cosmetic products and skincare, beauty accessories, etc. Therefore, beauty programs on YouTube are varied and depend on the selection of a topic each time.

2.7.3.2 Makeup and Skincare Steps

From the appearing content, it shows several steps of skincare with various products. Brown (2008), specifies steps for skincare as follows.

- 1) Cleanser eliminates bacteria, dirt residue, and dust.
- 2) Toner helps to stimulate blood circulation under the skin and helps eliminate dead skin cells.
- 3) Moisturizers provide moisture to the skin to keep skin cells healthy, compact, smooth, and shine.
- 4) Sun protection protects the skin from sunlight that will cause dark spots and wrinkles.

Besides, there are also make-up tools in a beauty list, wrote by Satida Techaputtaraporn (1998) as follows:

- 1) Sponges for applying foundation,
- 2) Powder Puff for pressing the powder onto the foundation,
- 3) Powder brush for brushing the powder onto the face,
- 4) Blush for blending color onto the cheeks,
- 5) Eye brush set for blending the color onto the eyelids,
- 6) Airbrush for applying lipsticks,
- 7) Eyelash curler for curling eyelashes,
- 8) Eyebrow beautifying tools such as plucking or shaving,
- 9) Tissue and cotton bud.

Besides, Brown (2008) further suggests the basic makeup steps as follows:

Step 1: Prepare the face before applying various makeups by cleansing the face and nourishing the skin with skincare products

Step 2: Use concealer to conceal facial imperfections. There will be a way to choose a concealer for concealing various spots, such as for spots under the eyes, it's better to use a lighter color than the real skin color, and the marks should choose similar color tone to the real skin color.

Step 3: Choose the foundation to make the skin look consistent, including helping with concealing. Each type of foundation will have different

properties providing different concealment, and each type is suitable for individual skin type. Besides, the foundation also has a variety of shades.

Step 4: Select powder that has the same properties and diversity as the foundation. The difference is that the powder is used to absorb the oil on the skin after the foundation. Therefore, choosing the powder that is suitable for the face and skin type is no different from choosing the foundation.

Step 5: Select blush-on to make the face look colorful. Drawing into various shapes also helps in adjusting the face shape. In addition, a large amount of color will make the skin look brighter or dull as well.

Step 6: Decorate the eyebrows at the point that shows the frame of the eye shape. The eyebrows will help your face look better. The different face shape must have different strokes of eyebrows.

Step 7: Choose eye shadow adhering to the eyelids to make it stand out. However, there are different colors, textures, and usage patterns. It must be carefully chosen to suit the face and the occasion of the make-up as well.

Step 8: Choose eyeliners that help to emphasize the eyes to be bigger and clearer. The eyeliners can apply both on the upper and lower eyelids. The thickness of the line will also affect the eyes.

Step 9: Decorate eyelashes to focus and drive the eyes to look bigger with the use of mascara and use fake eyelashes. On each occasion, decorate the eyelashes differently.

Step 10: Choose lipsticks to make color decoration onto the lips. There are many colors and different substances of lipsticks, such as matte, creamy, and glossy.

From make-up tools up to skincare matters and face decoration, it shows that the make-up content has many details and steps. The MTI Institute of Makeup Techniques (MTI) (1982, as cited in Nopphol Junkin, 2002, pp. 8-10), certified by the Ministry of Education, offers the makeup course under the theme of make-ups for occasions: going to work, going to a night party, bridal makeup, performance makeup, or special makeup to adjust the shape of the face, and graduation makeup.

The content on adjustment of beauty, makeup, and skincare, as mentioned above, is also found in the beauty programs on YouTube, and the content of each subject may be created from previous courses.

2.7.4 Beauty Gurus

A “Beauty guru” is a person, whether female or male, who loves and is interested in beauty matters, such as makeup, hair, manicure, fashion, or even products related to skincare and makeup. Persons entitled as beauty professionals must be interested in more than one of the beauty-related categories. (Johnson, 2012).

Aside from that, a beauty guru is presented and seen on the internet mainly. Normally, beauty gurus will appear in the following two spheres:

1) YouTube. YouTube can be considered as one of the most widely spread and effective media.

2) Individual Blog. It is a private space where persons can present their story. The beauty gurus’ content in an individual blog is related to beauty.

Some beauty gurus present themselves on both YouTube and individual blogs, while some may appear just only on YouTube. Moreover, to be able to become a beauty guru, a person will not only have a media space on the internet but also have time and skills.

In the online world, a lot of people publish their beauty stories, but only some of them can be counted as beauty gurus. It can be testified that these are well recognized by the fact that we can check their popularity through online media. Especially, YouTube has an insight on audience reach, likes/dislikes, and subscriptions. To remain a popular and well-respected beauty guru, a person must regularly update his or her information so that his or her follow-up is informed and the identity of such a beauty guru is witnessed.

Moreover, beauty gurus can be considered as a person who is very influential in beauty-related programs, because becoming a person who is recognized as a beauty guru requires time for a self-development process. Besides, before people can access, admire, and follow a beauty guru, it needs more than beauty expertise, but it also requires more skills apart from such ability and expertise. For instance, beauty gurus can present their beauty programs in interesting ways, not a dull or boring demonstration. Communication strategies are used to enable viewers to choose to follow them until becoming quality beauty experts. These strategies are used as guidelines in constructing a research tool, for both interviews and the focus group interview. Besides, they are used as guidelines for analyzing the study as well.

2.8 Concept of negotiation

Communication between beauty gurus and audiences of beauty programs on YouTube is conveyed under the negotiating conditions. However, the negotiation involves power positioning between those with higher power and less power.

Johnson (1993, p. 2) says that bargaining or negotiation is a process in which a person or group acts with a purpose and makes an agreement with another person. There are proposals, consent forms, and claims. The result of the best bargaining is a bargain that both parties receive mutual benefits without loss. Johnson's negotiation style (1993, p. 2) is as follows.

- 1) A bargain between 2 or more people
- 2) Focus on solving problems, both general and complex problems
- 3) A conclusion may occur in a single bargain and must have an ongoing process
- 4) There are both formal and informal bargaining types.
- 5) An attempt to maintain relationships or seek changes

However, power is an important component of negotiation. The bargain must assess that the negotiation power is sufficient to invite a bargaining partner to join and to reach a conclusive goal, including to build bargaining power. There are 3 characteristics of bargaining power based on a person's relationship with the environment. (Johnson, 1993, pp. 57-61)

- 1) Physical power is concrete and tangible power.
- 2) Social power is the occurrence caused by social status, roles in society, or social groups.
- 3) Technological power is the power from the usefulness of knowledge.

2.9 Concept of the 21st Century Learning

Learning systems evolved from the condition of industrial society, whose educational forms are not different from those of an industrial system. Their major feature is the mass production of identical products. Besides, for the industrial system, it is necessary to have capital. Therefore, it separates people into 2 types: The educated

and uneducated or wise and unwise people. Those who graduate from formal education are like products that are processed from a manufacturing factory. In this regard, Robinson (n.d., as cited in Sakda Dee Khampor, n.d.) proposes a new conceptual framework for education in the form of “Divergent Thinking”, which is the creation of creative ideas. Each person is different in his or her perception and creation. Therefore, education must understand the differences in each human being as well. That is why people in the education industry must start finding an education that is suitable for this concept and call for an educational reform in the 21st century.

However, learners nowadays may refer to both children and adults because people can learn throughout their lives by developing themselves in several areas from their knowledge inquiry, experiences, or daily activities since birth until death. National Education Commission office (1999) defines “lifelong learning” as a learning to improve one’s quality of life since people can learn from everything around them. For the goals of learning in the 21st century, Vicharn Panich (2012) states that learning in the 21st century is to learn to live in today’s world. The core subjects include a mother or native language and universal or international language, art, mathematics, governance and citizenship, economics, science, geography, and world history, through self-learning and by having teachers as a facilitator for learning. Instruction and learning should be interdisciplinary, and learners should be oriented to develop the skills needed in the 21st century.

Nevertheless, persons who can learn well need to establish a good foundation for learning. At present, learners have characteristics that have been changed from the past due to many social changes. Pimpan Dachakupt and Payao Yindeesuk (2014) indicate that the skills of learners in the 21st century are E (4R + 7C), which are important skills in living. The important thing is to have E (Ethics), which is morality and ethics. In addition, there are other 2 groups of necessary skills:

4R includes reading, writing, arithmetic, and algorithm. By another classification, they are

- 1) Literacy: The ability to read and write well
- 2) Numeracy: The ability to use figures, statistics, probability, and quantitative analysis

3) Reasoning: The ability to use logic and reasoning for working and living ethically.

7C includes

1) Creative Problem-Solving Skills: The ability to think, analyze, solve problems, and create creative work which is important for living.

2) Critical Thinking Skills: The ability to analyze daily-life situations in the right direction.

3) Collaborative Skills: The ability to work as a team for success. Learners will learn the role of leaders, followers, and group members.

4) Communication Skills: The ability to communicate by speaking, listening, reading, and writing.

5) Computing Skills: The ability to use computers as a tool for production, design, and search for knowledge.

6) Career and life skills: Competencies for careers in which learners are interested, and self-development to suit their professional field, leading to a good quality of life.

7) Cross-Cultural Skills: The ability to live with others in an age where various cultures can be connected at the local and international levels



Figure 2.5 Framework of the 21st-Century Learning Concept

Source: Vicharn Panich, 2012.

All of these important skills are demonstrated more clearly in the 21st century. Namely, learning changes from focusing on the subject matter to self-development towards needed skills. Instructors have to adopt student-centered learning and turn themselves to play a role as a coach who can encourage their students to study and pursue their interest increasingly. (Vicharn Panich, 2012).

Besides, Vicharn Panich (2012) also raises another important skill, besides E (4R + 7C), or namely media literacy skills. Learners must have two types of skills: skills as a sender and as a receiver. Especially, at present which is the period called, “Media 2.0-3.0 era” in which there is a variety of communication tools, such as video, audio, website, etc. Both learners and instructors must have knowledge and understanding of how to use these media to be able to create appropriate media as well as receive information from the media correctly and appropriately.

Regarding skills in 21st-century learning, learning about beauty from beauty programs on YouTube can be considered as complying with such learning concept, as they focus on self-development towards skills needed for living. These skills are part of the analysis of the communication strategies of the beauty gurus on YouTube, as well as an analysis of its impact on receivers or learners.

2.10 Related Studies

The study, “Innovative Communication for Beauty Learning on YouTube,” in which a part of the program is a demonstration or tutorial on beauty online or YouTube. In the production of the content, which is partially influenced by learning videos, Noppol Junkin (2002) conducted a study on Training Video Tape on Makeup, which is a research for video development in Make-up tutorial at MTI Makeup Academy and tested the effectiveness of this developed program by comparing it with regular training. The results clearly show that the video format is more effective in teaching than traditional training. In the created video, there is a specified algorithm. The study of Choi and Behm-Morawitz (2017) found that the content provided by beauty gurus on YouTube requires the use of editing techniques, production skills and use of communication in conveying content, which is an important part of YouTube content creation. For the beauty programs on YouTube, it is a medium similar to a video and uses techniques for filming and producing programs. Therefore, the researcher can use the framework of media development in this research as a guideline for creating a research tool including for a comparative analysis of the transfer of knowledge in both media.

Besides, there is research on Training on the internet about make-up techniques by Panarat Wong-Aganit (2008), which is the development of a training program on make-up via the internet by focusing on Unilever’s business members as learners. The scope of the training content is a total of 6 units: skincare, color use, cosmetics and equipment, makeup steps, makeup debugging, and makeup techniques by occasions. Panarat Wong-Aganit (2008) conducted a study based on the achievement of learning via the internet. Accordingly, the guidelines for organizing the research content for this study are step by step and have guidelines for measuring the achievement of training

based on previous studies. The researcher can apply the guidelines for measuring the learning achievement of viewers of beauty programs on YouTube as a framework for studying whether viewers or learners have behaviors in applying the learning content to practice by themselves.

The relationship between beauty gurus and the audience is also a part affecting the learning of beauty. From the study of Bhatia (2018), on YouTube, audiences were assumed to play the role of happy learners who were willing to receive the transferred knowledge and advice from beauty gurus, which was similar to teaching and learning in the classroom. The difference was that communication on YouTube was informal, and teachers took a virtual role as beauty professionals. From such findings, the researcher uses them to analyze and discuss how the image of beauty is determined and negotiated, and what is its impact related to learning in the 21st century.

Another important thing about the beauty tutorials on YouTube is the media used in conveying content transmitted by a beauty guru to the audiences. Due to the nature of social media, its main property is the participation of viewers in various ways, i.e. pressing likes/dislikes, comments, etc. Meyers (2012) found that there were two major forms of learning on YouTube leading to the interaction between YouTubers and audiences. 1) In the content on science/math, there were little or no comments while most were the number of like or dislike. 2) In the content on social sciences/arts/humanities, there were more comments than on science/math content because unlike science and math, the content being broadcast was usually not fixed nor having right-or-wrong nature. Therefore, audiences could express more opinions. If the number of comments is high and continuous, they can be used to analyze the impact of a program on the audience more credibly.

Besides the media that is important in learning about make-up or beauty-related matters, a course or teaching content is also important to indicate the interest of the audiences since their knowledge acquisition, attitudes, and behaviors might be initiated from their decisions on selecting the content to be exposed. The study of Satanan Kuanoon (2005) on “Women’s Expectations Related to the Behavior Trend in Decision Making to Learn Make-Up Courses in Bangkok” found that the factors affecting their decision making to learn make-up courses the most are personal and price factors, followed by products and marketing promotion process respectively. In a beauty

program, a beauty guru as a personal factor is very influential. Correspondingly, this research will study how much impact beauty gurus have on the audiences so the aforementioned concept is used as a guideline to design questions on the impact on the audience.

Besides Satanan's research in which personal factor was found as the most influential factor, 3 other studies were also found from the literature review. These three studies are "Opinion Leadership of Beauty Bloggers on the Viewers' Perception, Attitude, and Decision Making on Beauty-Products Purchase" by Areerat Suramonrattana (2012), "The Communication of Online Beauty Influencers and Consumer's Information Exposure, Attitude and Decision to Buy Cosmetics" by Panadda Senchaowanich (2013), and "The Awareness in Information Marketing and Cosmetics Purchasing Decision of the New Generation Women by Beauty Gurus" by Vilasinee Sangounwong (2014). All these studies give importance to a person who is the transmitter of the information. Besides, they are similar to this study, the main scope of which focuses on beauty gurus. However, despite different educational goals, the researcher can use them as a guideline in selecting beauty gurus as samples in this research.

On the studies of negotiation, Thananuch Sanguansak (2003) studied 'Negotiation and Content Control between a Sponsor and a Production Unit for Khon Jon Academic Documentary Magazine' and found that negotiation occurred at every step of the program production, from pre-production, production, and post-production, including production audit and review. Besides, the occurred negotiations were found to affect changes in the structure and content of the program at all times. Consequently, producers needed to negotiate and control their content and production with professionalism and media ideology. Since the negotiation of beauty programs on YouTube is also involved in the process of production like documentary programs production, this study is expected to gain some useful guidelines for planning, analyzing, and studying the negotiation process of beauty gurus during their production process.

For communication for learning, Ploychompu Bhongkittipan (2013) conducted a study "The Overview Study of Cultural Differences in the Nonverbal Communication of Instructional Communication in the Classroom," focusing on nonverbal

communication in the classroom context, which is different from this study in which communication for learning is conducted through YouTube as a mediator. In her study, Ploychompu categorized nonverbal communication into 7 categories: 1) proxemics, 2) physical characteristics, 3) kinetics, 4) haptics/touch, 5) vocals and paralinguistics, 6) olfactics, and 7) chronemics, which the researcher uses as a guideline for analyzing nonverbal languages displayed by beauty gurus in beauty programs on YouTube. However, only some types of them are selected for this study, as it emphasizes interpersonal communication skills, which require some nonverbal communication, i.e. haptics or touch, olfactics, and chronemics, more than others. Besides, they are adapted to suit the communication style on YouTube for this study.

2.11 Research Conceptual Framework

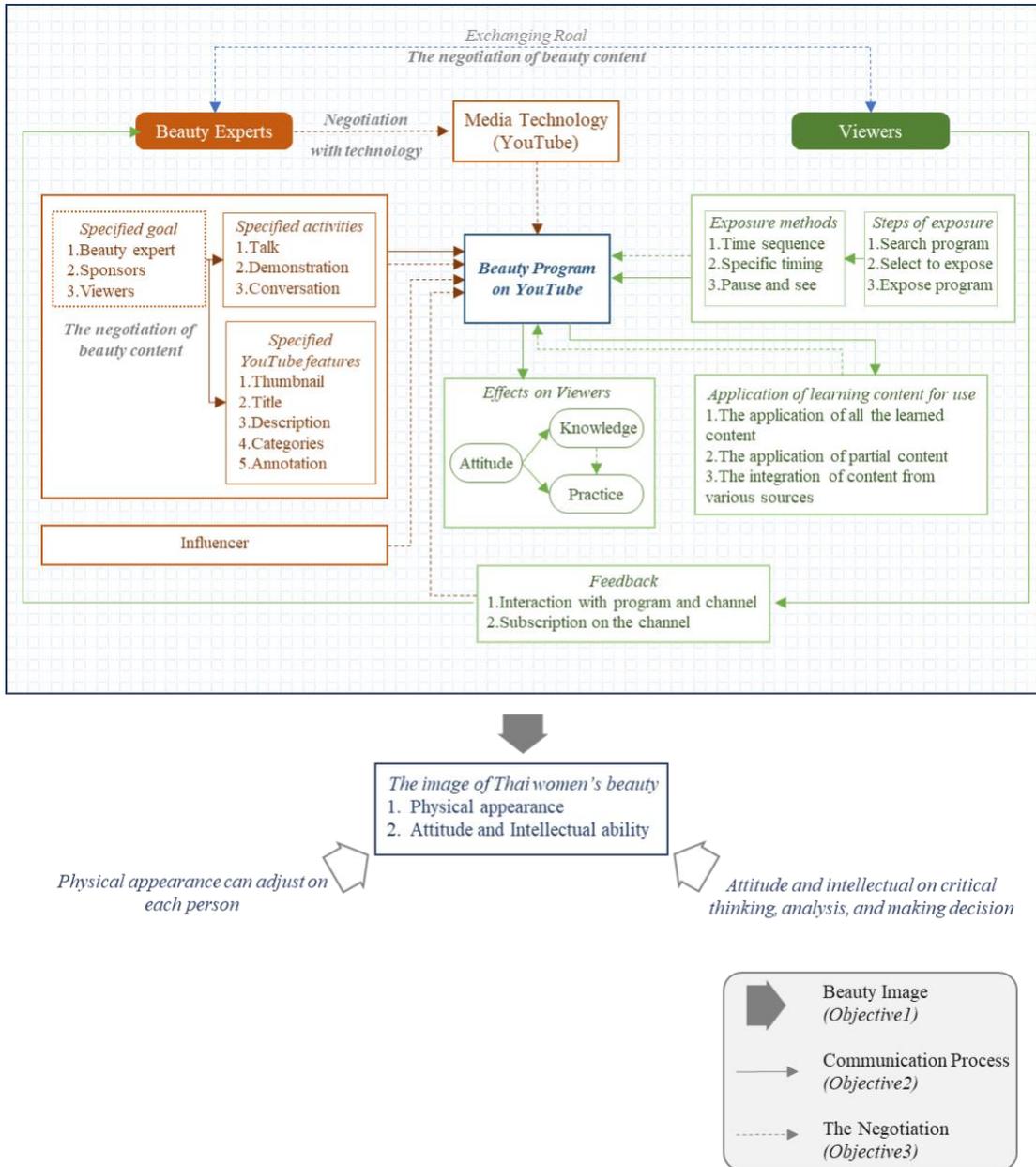


Figure 2.6 Research Conceptual Framework

CHAPTER 3

RESEARCH METHODOLOGY

The research, “Innovative Communication for Learning Beauty on YouTube” is qualitative research conducted by documentary analysis and textual analysis, in-depth interviews, and a focus group interview, to study the content, program formats, and communication of beauty programs on YouTube by the research methods as following:

- 3.1 Data Source
- 3.2 Data Collection
- 3.3 Data Collecting tools
- 3.4 Data Analysis
- 3.5 Presentation of Information

3.1 Data Source

The data sources of this study are divided into 3 groups as follow:

3.1.1 Data Sources from Electronic Media Using the Internet Networks

The researcher selected channels related to beauty from three websites with five beauty gurus ranked as the most popular on YouTube: Sanook. com, MGR online, and Zonedara. Besides, the personality and characteristics of these five beauty gurus, as influencers, were also considered based on the marketing criteria. (Seri Wongmonta, 1999; Somkid Anektaweepon & Patpicha Reuksirinukun, 2009) including the number of followers and the number of views.

Table 3.1 List of Sample of Channel and Beauty Gurus in this Study

No	Channel Name	Beauty Gurus' Name	Number of Subscribers	Number of Video	Number of view	Date created
1	Momay with You	Napassorn Buranasiri (Momay)	158,239	182	21,786,018	Dec 15, 2015
2	Pearypie	Amata Chittasenee (Prae)	320,409	147	33,632,680	May 28, 2007
3	Erk-Erk	Peeraya Pomasa (Erk)	89,753	431	16,652,948	Feb 10, 2010
4	missPimpaka	Pimpaka Maneethai (Pim)	92,753	1,676	31,492,719	April 8, 2011
5	Yaeunws	Nontaporn Teerawatanasuk (Yae)	341,441	678	58,987,135	Jul 8, 2012

Note: Retrieve data on October 20, 2016

After selecting the channels, the researcher purposively chose 20 episodes with beauty-related content and ranked as the most-viewed episodes by Socialblade.com from each of the five selected channels, broadcast during 2014 – 2016, a total 100 episodes. (Appendix C)

3.1.2 For Personal Sources, 2 Groups were Selected: Beauty Experts or Gurus and Viewers of the Programs

3.1.2.1 Beauty gurus were selected from the owners of channels of electronic media using the internet networks by considering the longest duration of the channel programs and the highest number of broadcast videos. Therefore, there were 2 interviewees in this study:

- 1) Pimpaka Maneethai (Pim): missPimpaka channel
- 2) Peeraya Pomasa (Erk): Erk-Erk channel

3.1.2.2 Viewers who followed at least 2 channels from the total of five selected programs were selected. Besides, the selection was conducted by non-probability sampling, namely by voluntary, snowball, and convenience sampling. A total of 30 viewers were selected and divided into three groups.

Table 3.2 List of 30 Viewers Participation in Focus Group Divided into 3 Groups

No	Name	Age	Occupation	Subscription				
				Momay with You	pearypie	ErkErk	misspimpaka	Yaeunws
Group 1								
1	Ann	28	Officer	/		/	/	
2	Fai	22	Teacher	/			/	/
3	Rat	24	Salesperson	/		/		
4	Nam	31	Freelance		/			/
5	Pang	20	University Student	/	/	/		
6	Kaew	20	University Student	/		/		/
7	Mim	27	Government officer	/				/
8	Jum	33	Freelance		/	/		/
9	Kwan	28	Business Owner	/	/	/		
10	Oa	25	AE	/	/	/	/	/
Group 2								
11	Nat	28	Government officer			/	/	
12	Pop	22	University Student	/		/		/
13	Prang	35	University Teacher	/				/
14	My	19	Singer	/		/		/
15	Diew	21	Emcee	/	/	/		/
16	Mean	38	Accountant	/			/	
17	Jib	18	University Student			/		/
18	A	39	Officer	/			/	
19	Namtan	36	Teacher	/		/	/	/
20	Ning	38	Officer				/	/
Group 3								
21	Y	23	Unemployed	/	/			/
22	Ben	21	University Student	/		/		/
23	Kae	28	Restaurant Manager	/		/	/	
24	Pui	29	Housewife	/			/	
25	Lookyee	27	University Student	/		/	/	/
26	Fang	38	Government officer		/			/
27	Oung	39	Nurse	/		/	/	
28	Pen	38	Business Owner	/	/	/	/	/
29	Muk	29	Teacher	/		/		
30	View	32	Bank officer	/		/		/

Note: The Researcher Used Nickname of Participant in Case of Privacy Matter

3.1.3 Documentary Sources

Besides, data from related references such as thesis, textbooks, books, magazines, and all types of documents were analyzed.

3.2 Data Collection Methods

3.2.1 Textual Analysis

100 episodes (20 episodes of each channel) of beauty-related programs, broadcast during 2014 – 2016, were collected from the following five channels produced by beauty gurus and ranked as the most top-viewed channels by Socialblade.com:

- 1) Momay with You channel
- 2) pearypie channel
- 3) ErkErk channel
- 4) missPimpaka channel
- 5) YAEuunws channel

Each episode was paraphrased, summarized, and analyzed. The collected information included program details, numbers of views, numbers of likes or dislikes, and comments. Then the results were concluded. The data collection was from January to April 2017.

3.2.2 In-Depth Interview

The data was collected from 2 beauty gurus by in-depth interviews, either a telephone interview or interview via video call. The gained information was recorded, transcribed, and summarized.

3.2.3 Focus Group Interview

The data was collected from 30 samples or viewers by random stratified sampling in three groups (or viewers of three websites). 10 samples of each website were randomly selected. If the same names were obtained, a new sample was randomly

reselected. Thus, all three groups had different samples. The interview was recorded, noted for transcription, summarized, and analyzed.

3.3 Data Collection Tools

3.3.1 Text Analysis

Data analysis sheet was used for analyzing each episode of beauty programs.

3.3.2 In-Depth Interview

The question guideline was used for data collection with open-ended questions, analyzed from the conceptual framework and analysis from the concepts and theories in chapter 2. Also, during the interview, recording equipment was used.

3.3.3 Focus Group Interview

The question guideline was used for data collection with open-ended questions, analyzed from the conceptual framework and analysis from the concepts and theories in chapter 2. Also, during the focus group interview, recording equipment was used.

3.4 Data Analysis

The content, formats, lists of content, media composition, and the communication process between beauty gurus and audiences were analyzed in the data analysis sheet. With details as follow:

3.4.1 Textual Analysis

- 1) Background of beauty gurus
- 2) Technical features and shooting quality features
- 3) The components of the program
 - (1) Thumbnail,
 - (2) Title
 - (3) Description
 - (4) Category
 - (5) Privacy

(6) Annotation

- 4) The User response features
 - (1) Comments
 - (2) Ratings (like/dislike)
- 5) Content analysis
 - (1) Content structure
 - (2) Narration

3.4.2 In-Depth Interview

The interview guideline was to respond to the following objectives:

- 1) To understand the general characteristics of each channel through the perspective of beauty gurus
- 2) To understand the origin, nature, and production of programs
- 3) To understand the style of communication and interaction with the viewers
- 4) To understand the beauty gurus' expectations and goals of the beauty-related information transmission through YouTube

3.4.3 Focus Group Interview

The interview guideline was to respond to the following objectives:

- 1) To understand the viewing behaviors on YouTube and the interviewees' ability to use demonstrated tools provided in the programs.
- 2) To understand the interviewees' perceptions on the beauty of Thai women presented in the beauty-related programs on YouTube
- 3) To understand the interviewees' reception of beauty issues through beauty gurus on YouTube
- 4) To understand how the interviewees perceive and negotiate on the content they learn about beauty from beauty gurus on YouTube

3.5 Presentation of Information

This research presents information in the form of descriptive data, tables, diagrams of program format, knowledge-transfer communication process, and the impact of the programs on the viewers.

CHAPTER 4

RESEARCH RESULTS

This research is qualitative, collecting data from 3 sources: beauty programs on YouTube, beauty gurus, and viewers. The scope of the study is on beauty programs on YouTube from 5 channels produced by beauty gurus. The research results are divided into 3 parts, as follows.

- 4.1 Analysis of Beauty Programs on YouTube
- 4.2 Findings of the Interview with Beauty Gurus
- 4.3 Findings of the Focus Group Interview with the Viewers

4.1 Analysis of Beauty Programs on YouTube

The beauty programs on YouTube produced by beauty gurus in 5 channels are analyzed in 5 issues:

- 1) Background of beauty gurus
- 2) Technical features and shooting quality
- 3) The program components
- 4) User Responses
- 5) Content Analysis

4.1.1 Momay with You Channel

4.1.1.1 Background of Beauty Gurus in “Momay with You” channel

Momay or Napassorn Buranasiri, the owner of “Momay with You”, has a passion for beauty since her childhood. Her passion has been influenced by the surrounding environment all through the time she lives with her mother, Suda Chounban, a former famous singer, a career that requires regular makeups. Besides, she recognized the roles of internet TV, especially the YouTube platform, in

combination with the audience's behavioral changes from viewing a program from the mainstream media, i.e. television. Consequently, in the initial stage, her programs were English-language teaching programs, focusing on language usage and using her interest in beauty as teaching topics. Later, she changed her programs into a beauty program on YouTube under the name "Momay Pa Plean" (Manager online, 2010; Positioningmag, 2012).

In the beginning, Momay Pa Plean was broadcast on spokedark.tv channel on YouTube, the channel with a variety of programs from many producers, and Momay Pa Plean being one of them. Later, Momay created her channel, "Momay with You", on December 15, 2015, and only her program has been broadcast on this channel. At present, Momay's beauty programs are available on both "Momay with You" and "spokedark.tv" channels.

Momay's 20 programs on "Momay with You" channel, which were the most viewed episodes were selected as samples for this study. (See details in Appendix C).

4.1.1.2 Technical Features and Shooting Quality

1) Quality of broadcast: The standard quality video (SD) video is published at 114p, 240p, 360p and 480p, while the high quality (High-Definition quality: HD) is published at 720p and 1080p. Audiences can choose to view according to the destination website quality. It is to support the audiences who can access the channel with a variety of devices and internet quality.

2) Quality of filming: The production and shooting operations are in the professional quality (Shooting Professional Videos). Teams are assigned to perform their duties in different parts. High-quality equipment is used in every episode with HD-filming equipment.

3) Techniques for shooting: The setting or scenes and lighting used in filming "Momay with You" focus on white tones. From the analysis, it is found that the use of light and scenes in white or bright tones influences the color display of products, both the color of the product in the package and its color appearing on a face, with the least distortion from reality. Especially, Momay has rather yellowish-tanned skin; therefore, using light and bright tones helps to make her look eminently over other components of the program.

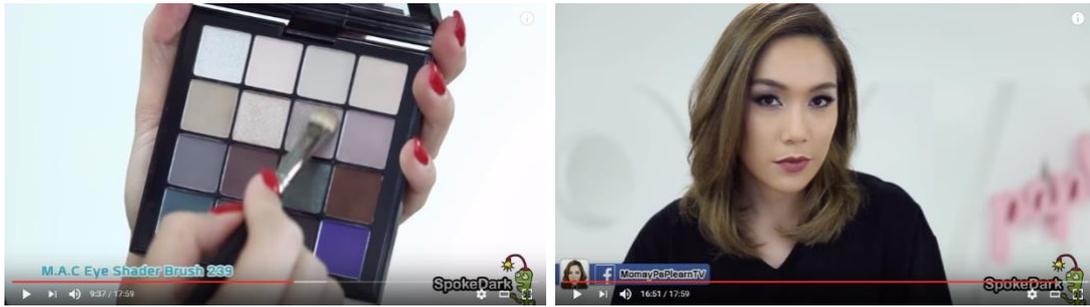


Figure 4.1 Color of Product on Momay Pa Plean: To Look Colorful with Budget Price

For the camera angles and the shot size, it is found that each episode is filmed by more than one camera. To illustrate this, while the first camera captures the straight face, and the second camera also captures the face with an approximate 45-degree angle. Both cameras will change the shooting angles based on the importance of the content in each part of the episode. This helps to highlight the beauty information of each part more clearly while presenting the program content. The content will be focused through the appearing shot size, so the audience has no choice to view other parts of the program during that moment, and this is no different from watching television programs.

4.1.1.3 The Program Components of “Momay with You” Channel

From analyzing the components of 20 selected episodes of “Momay with You” channel, it is found that all episodes possess the same format and property settings as follows:

1) Thumbnail: It is an image created specifically for each episode to let viewers see a quick snapshot of a video. For this channel, all thumbnails have the same format, or have Momay’s image as a central part or background, and are relevant to the content of the episode, including the text that matches the title of the episode. The appearing images of Momay indicate differences in the content of each episode. The shot sizes found in this channel are as follows:

(1) Close-up shot, i.e. a sharp image of one’s face. Especially, it is used with the ongoing makeup tutorials.

(2) Medium shot/Single shot, i.e. a shot displaying Momay solely from the body to head while recommending or reviewing a product.

(3) Medium shot/Two shot, i.e. a shot displaying Momay and another person from the body to the head, mostly used during a discussion with a guest.

(4) Long shot, i.e. a shot displaying the full body of Momay on the dressing topics.

2) Title: It is the name of each episode of “Momay with You” which uses an introductory word followed by a specific name related to the content of each episode, that can be divided into two types:

(1) Begin the title with “Momay Pa Plean.” This beginning is for the content related to cosmetics in different dimensions, such as makeup tutorials and product reviews.

(2) Begin the title with “Momay with You.” This beginning is for the content related to beauty in general, not specifically cosmetics. If it is related to a product, it will be other kinds of beauty products, i.e. clothes. Also, it is for a conversational program with a guest.

Besides, it is found that the prefix used in “Momay Pa Plean” was introduced at the beginning of Momay’s beauty program on spokedark.tv and has been continued since then up to now because of viewers’ recognition of her name as a beauty guru. In the past, the content focused mainly on makeup tutorials and product reviews. However, after having “Momay with You,” as her channel, different content related to daily beauty activities and issues has been presented to distinguish the two programs.

3) Description: The description or detailed content of each episode when entering both programs of Momay is different as follows:

(1) Momay Pa Plean: The detailed information of each product is described in sequence, with a report of time in seconds appearing on a video. Viewers can select to view at a particular time immediately by clicking the desired time they want to view. Besides, a division of each episode by time, a division by different parts of cosmetics use can be viewed as well. For instance, in the episode presenting

water-proof cosmetics, the episode is divided into eyebrow products, eyelashes products, and lipsticks products.

(2) Momay with You: Only a rough introduction about the content of each episode is presented without detailed information. However, in the end, it contains content persuading viewers to follow a video. Still, the content of each episode is also divided by sequences and time so viewers can choose to view the part of a video at a specific time or they can skip to the part they want to view.

However, some episodes may not specify a period that can be linked to the part they want immediately, but contain product information of that episode. In spite of no specified time for immediate selection, the appearance of content is still sequential and viewers can still predict the approximate time or the part of the episode in which Momay will show up.

Both types of programs in “Momay with You” channel have some identical specific details, such as a contact for advertisement, further contacts for additional information, a channel for following a new episode, and a channel for recommending other videos to “Momay with You” channel.

The description in “Momay with You” channel uses new media features that allow viewers to interact more with the channel, while they have the right to choose the content they want by reading the description and reaching the needed destination. Therefore, they do not need to watch a video from the beginning to the end, nor use the old way of rewinding a tape. Nor do they have click on the timeline of the video randomly. Accordingly, it means the viewers can choose what they want to view from the innovative functions of new media in combination with new skills of viewers in information seeking. Thus, it can say that “Momay with You” channel gives importance viewers’ characteristics as active viewers.

4) Category: “Momay with You” channel is classified as a “How to” and “lifestyle” category considering its content, that accords with women’s lifestyle, i.e. Make-up, hairdressing, dress-up, cosmetic products, and lifestyle.

5) Privacy: The privacy setting in “Momay with You” channel is a public setting, which allows audiences to view the program unlimitedly.

6) Annotation: The annotation containing the channel’s recommendations is at the end of the video. It shows an image of the recommendations

program on the screen area and uses the characteristics of annotations that viewers can click and link to the appearing content on the screen right away. The annotation is divided into 4 parts: the first part links to the “Momay Pa Plean” playlist, the second part links to the “Momay with You” playlist, the third part is a list of recommended programs, and the last part links to the main page of “Momay with You” channel.

Besides, the annotation in “Momay with You” channel is also used for correcting words that are typed or spoken incorrectly to save time and cost for a reproduction or editing process. However, if used too frequently, viewers may lose their faith in the channel and Momay, the producer. Therefore, annotations functioning as word-correcting are seldom used.



Figure 4.2 The Annotation on “Momay with You” Channel

4.1.1.4 User Response Features in “Momay with You” Channel

“Momay with You” channel allows viewers to respond freely by comments and ratings by pressing like or dislike buttons.

1) Comments

The viewers of “Momay with You” channel can give comments to each episode, both comments on Momay directly, or her talk, conversation, face, including questions on her well-being and life, and comments on what appears in her videos, i.e. products, requests for further explanation on the past episodes, requests for makeup and life tutorials, or recommendations for next episodes. Besides, some

conversation is irrelevant to the content of the program, i.e. recommended shops, a conversation about the weather, etc.

Commenters can be identified from the display name, and the profile image, as well as the language in the female tone and the polite language used for commenting. The way Momay is mentioned shows respect for the hierarchical relationship by calling Momay “Pee Momay” (“Pee” in Thai means the elder sister or brother), but it is not possible to say whether the commenters are younger than Momay. There is also a word called “Mae” (in Thai means mother), which in the language of adolescents for expressing an expert’s supreme knowledge or skills. Momay is also called by this word to mean a super beauty guru.

In spite of viewers’ comments and critiques, it is found that Momay and her production team give no immediate dyadic response to those opinions. Mostly, the appearing interaction on social media is among viewers instead. However, at the same time, Momay uses the other method for responding to her viewers by mentioning such comments in the program, such as “this episode receives many requests”, or “This kind of look is upon request”. It shows that Momay or the team do not ignore the opinions of the viewers. On the contrary, they have been paid attention by Momay.

2) Ratings

The positive ratings the channel received are many times higher than negative ratings. Due to new media features, the researcher can analyze such ratings. Normally, people are willing to watch and see any program that is useful or suitable for them. Therefore, most of the people viewing “Momay with You” channel positively find the given information to be beneficial for them. On the other hand, the negative ratings may be caused by the dissatisfaction of some groups of viewers who feel that they do not gain useful information as they expect before their viewing. From the analysis, it is also found that episodes with longer duration gain more negative ratings than the shorter one. This indicates that viewers prefer to view a short video rather than a long one.

From the analysis of viewers’ responses to “Momay with You” channel on both comments and ratings, it is found that most viewers give more positive ratings to the beauty guru, Momay, and her channel’s content.

4.1.1.5 Content Analysis on “Momay with You” Channel

From analyzing the content of 20 episodes or selected videos of “Momay with You” channel, the following is found:

1) Image of beauty: From analyzing the presented content focusing mainly on personal preference based on the cosmetics used, it is found that most cosmetics used are foreign brands, especially those of the USA and Europe. For the patterns and styles of makeup found in the videos, makeups in tanned color with curved eyebrows and distinguished face-line like the western style are found the most. The styles and methods of make-up on the video are tanned, curved eyebrows, and focusing on creating clear face frames. Supplementary verbal messages are also found to reconfirm the beauty guru’s preference of western style of makeup to Asian, i.e. Japanese or Korean styles. For instance, the beauty guru said in some episodes, “Normally I prefer rather tanned makeup,” “I will use a darker tone of foundation than natural color,” etc. Besides, the makeup prototype is also mentioned.

2) Content structure: The content structure of “Momay with You” channel can be divided into 5 parts:

(1) Introduction: It is the leading part of the program. In some episodes, direct advertisements will be shown, not in the form of a YouTube Partner. It is an advertisement received from product owners and displayed at the beginning of a clip. After that, it leads to the title of a video. Both “Momay with You” and “Momay Pa Plean” have the same title format.

(2) Opening section: Momay greets the viewers and talks about the content of the episode. On “Momay Pa Pluen” if it is the episode about makeup or hairdressing, it is found that Momay will appear with complete cosmetics and hairdressing since the beginning. This is to draw viewers’ attention to see the makeup and hairdressing process until the finished ones as seen at the beginning.

(3) Body section: It is the description, demonstration, or teaching, as introduced in the opening section. It reveals what viewers will know from the beginning what kind of presentation will be from its title and thumbnail.

(4) Summary section: It is a summary of the episode by Momay who shows the finished look after her beauty tutorials. It reveals what viewers will see after the teaching content.

(5) Closing section: It illustrates the links to other needed components recommended in the channels, i.e. the playlist of both “Momay Pa Pluen” and “Momay with You” channels, including the link to the recommended video or the channel main page.

From the analysis, “Momay with You” channel has the same structure in every episode consistently, so viewers who watch this channel regularly will know the sequence and timing of content. Therefore, viewers can choose to view only the part they want to without having to view it from the beginning until the end.

3) Program format: The program format of the channel “Momay with You” is various: talk, demonstration, and interview. Therefore, the researcher divides the analysis by the types of programs as follows:

(1) A talk program is used in the episode of product review on “Momay Pa Pluen” and on daily life on “Momay with You.” Momay organizes the content from the easiest to the most difficult one. Viewers will gradually absorb the narrated information, while the conversation of Momay is friendly by using informal spoken language. The informal words used in the dialogue are “Nong” (in Thai, it means a younger sister or brother) and “Dek-Dek” (in Thai, it means children), which are used in the sense of warning or guiding younger audience or children. This thus shows a sense of being an older sister to her viewers. It also enables her to make the audience follow her instructions. Besides, Momay often describes the program in detail and provides links for connecting to the program.

(2) A demonstration program is used in makeup tutorials. The content described is in order according to the makeup steps, starting with skincare, face foundation, eyes makeup, highlighting or contouring, and cheeks and mouths coloring, respectively. Besides, each product is identified, including its name, color, brand, and price. Momay also informs her viewers clearly if any product is sponsored. If the products are good, she will honestly tell viewers that they are good. However, if they are bad, she will not say it straightly, but say it indirectly that the products do not suit her. Besides, makeup demonstration, Momay often has a catchy phrase that she likes tanned skin, so no matter the color or tone of cosmetics is, she always wants to have her skin tanned. This is quite different from what appears in general advertisements, in which an image of white or bright skin is emphasized. Another

remarkable thing Momay always does is to inform her viewers not to necessarily follow the color she used all the time. Instead, viewers are warned to try the product before making decisions for buying it. Therefore, it is analyzed that Momay prefers a tanned skin tone, but she will not force her viewers to follow her preference. On the contrary, her advice is to take into consideration one's true preference before making a decision. Thus, she always expresses her concern like a teacher does.

(3) Interview program is used in the episodes which have celebrities to join the show, including actors and other beauty gurus. A program is a talk format by having Momay as the interviewer and guests as interviewees. The topics and styles used in Momay's conversations will change depending on guests. If a guest is very polite or uses informal spoken language, the conversation will be rather semi-formal, but if a guest is friendly or intimate with Momay, the conversation will be in a more friendly manner and use more informal spoken language. During the talk, both sides will turn to talk with audiences consistently. When conversing with viewers, Momay uses the same language as used in other types of programs.

Besides the analysis of the description of the content that appears in each program type, the researcher can summarize an overview of a conversation that the communication of Momay with an interviewee is unique by the use of language mixing, Thai and English. For example, Momay will talk in English or use English words, i.e. foundation cream, etc., when mentioning certain products, but not when demonstrating a product. Also, Momay's tone of voice changes during her talk depending on her conveyed content. For instance, in general dialogue, she will use a friendly tone of voice to talk to the viewers. However, when she wants to warn or advise viewers, her tone of voice will be more intense, but at the same time, it also shows her concern through the language used in the program.

Owing to previous experiences in many areas, i.e. a singer, speaker, and actress, Momay possesses characteristics and personality that is easy to access her viewers and makes her accredited. Since she has become a beauty guru on YouTube, her source credibility is even higher.

However, "Momay with You" is not the only channel Momay uses to communicate with her viewers, but she also uses other media, i.e. Instagram and Facebook. YouTube is a channel for conveying information to the viewers as video

features can directly transmit her message through the demonstrations, tutorials, and other types of content to the audiences. Besides, on YouTube, the audiences can subscribe to the channel to be notified of new episodes, and find the past episodes easily through the search system. Therefore, it is different from other types of social media that have a more complex search method.

4.1.2 Pearypie Channel

4.1.2.1 Background of the Beauty Guru in Pearypie Channel

Prae or Amata, a makeup artist with passions in art, graduated from St.Martins University of Art in the field of art. She had extensive experience in make-up on a world-class stage, such as New York Fashion Week, etc., which makes her a trustworthy beauty guru. Pearypie channel deals mainly with makeup-related content, with a different presentation style from other beauty gurus. Her presentation format uses music, without any dialogue, but uses only facial expressions and gestures for communication instead.

Pearypie channel was created on May 28, 2007. For this study, the selected programs for the analysis are from 15 most-viewed episodes in Pearypie channel that are broadcast within the time frame specified in the research scope, with additional 5 episodes that have the highest rating (See Appendix C), so the total samples for the analysis are 20 episodes.

4.1.2.2 Technical Features and Shooting Quality

Every episode in Pearypie channel takes relatively a shorter time compared to other beauty channels. On average, it lasts for 2 to 6 minutes per episode, making it easier to attract viewers to follow and concentrate on the programs.

1) Quality of broadcast: The standard quality (SD) video is published at 114p, 240p, 360p and 480p, and the high quality. (High-Definition quality: HD) video is published at 720p and 1080p, which has a carrying capacity for the use of viewers who access the channel with a variety of devices and internet quality.

2) Quality of filming: The production and shooting operations are professional quality (Shooting Professional Videos). The channel uses a team of people to perform their duties in different parts, i.e. cameraman, gaffer, editor, etc., and shoot with high-quality equipment in every episode.

3) Techniques for shooting: The Pearypie channel changes the location of each episode based on the content and context of that episode. The setting, lighting, and atmosphere will also be changed according to the content and location, with an intent to produce a creative style for each episode to avoid boredom and routineness. Such harmony also helps to enhance the understanding of the content of makeups in different styles, such as the episode: Pimphatsara, which uses indoor filming in a traditional Thai house, and the content of the episode is about Thai style makeup. However, for an outdoor location, which is difficult to control the light, there are experts to take care of the shootings. Still, even for indoor shooting, the use of different colors and lighting in each episode requires a professional to avoid shooting with distortion. Besides, when settings and editing are more demanded, the distance between the program and the viewers will be increased as well or the informality will be decreased.

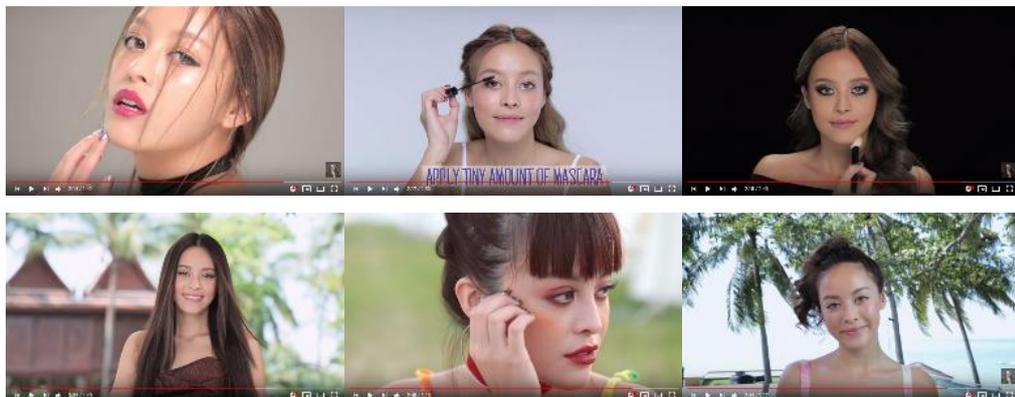


Figure 4.3 Setting, Lighting and Location of Pearypie Channel

For camera angle and shot size, it is found that by professional filming methods and quality, or Shooting Professional Video, each episode is shot with more than one camera. To illustrate this, while the first camera captures the straight face, and the second camera also captures other corners. A camera will capture a product separately by a separate shooting from the program content. Besides, Pearypie channel combines camera angles with camera movement to match the content of each episode, especially pans and tilts. Besides, images and videos from outside are also used, i.e.

drawing, letters, scenery, flowers, etc. to be inserted between the contents. Moreover, Pearypie channel focuses on editing of presentation steps and the acceleration of videos to end the content in a short time. The shooting and editing are determined by the production team, so the audience has no choice to view other parts of the program that they want to view during that moment, and this is no different from watching television programs.



Figure 4.4 Shot size of Pearypie Channel on Pearypie: Pimphatsara

4.1.2.3 The Program Components of Pearypie Channel

From analyzing 20 selected episodes of Pearypie channel, it is found that the components in each episode have the same patterns and property settings no matter what kind of content each episode contains. Therefore, each component is analyzed as follows:

1) Thumbnail: It is an image that comes from a part of the episode. Some episodes may select the image of makeup steps, some the main content, and some the conclusion of an episode. The images are automatically selected by the YouTube program and the YouTuber can select from 3 images: from the content at the beginning, middle, and end of the program. Therefore, the selected images will vary. Some thumbnails cannot give a hint of what the content of that episode is all about.

However, viewers who have never followed Pearypie's channel before cannot tell what the content will be when they see a thumbnail. Therefore, they necessarily have to look for a hint from other components. However, for subscribers, who follow the program consistently will understand what the appearance of a thumbnail tells. Nevertheless, for a distant shot or an image in which viewers cannot see Prae's face, viewers, either regular subscribers or new viewers, may need to look for a cue from other components to understand what the content conveys.

2) Title: All episodes of Pearypie channel are named in English, with "Pearypie:" in front of the sub-title in each episode. From the 20 studied episodes, three ways of naming are found in the channel:

(1) Titles with direct meaning: Some episodes use words with direct meaning of the makeup content of that episode, such as the episode of "Everyday Look and Skin Routine", whose content is about everyday makeup, including how to take care of skin in daily life, or the episode of "Fan Meet at Sephora Singapore" whose content matches the meaning of the episode title.

(2) Titles with comparative meaning: Some episodes use the properties of words that represent various characteristics for comparing the makeup content of those episodes; for example, the episode "Bubble Gum" is a comparison of the color of the bubble gum with the color of the makeup, without specifying that substance of makeup content in the title.

(3) Titles referring to places or names of activities. Some episodes use the unique names of the places or activities. For example, the episode "ARIZONA" refers to Grand Canyon in Arizona State of the USA, a famous tourist attraction, to draw its unique attraction, cliffs in a brown-red tone, which goes with the concept of that episode focusing on makeup with such tone. Another example is the episode "Wonderer." The name comes from the "Wonderfruit Music Festival," which is a lively outdoor music festival with performances from day until the night. In that episode, it shows a bright make-up style, matching with the concept of the Wonderful Fruit Music Festival.

In spite of no word "makeup" referred to in the titles, regular visitors of the Pearypie Channel can know that Pearypie channel presents mainly makeup content with a few numbers of other types of content so the naming without

any specific indicator can be understood. On the other hand, new viewers who have not yet subscribed to Pearypie channel may need to get familiar with the naming method of the channel. Moreover, the names of all episodes in English indicate broader target viewers than only those in Thailand. In this study, it is found that by putting “Pearypie” in front of all titles or all episodes, it helps viewers to search for the channel on YouTube more easily.

3) Description: Upon entering each episode, viewers can see that the details of each episode in English, which consists of four parts as follows:

(1) An introduction is a greeting and explanation of the makeup content of that episode. In some episodes, it describes the motivation behind the makeup styles.

(2) Contact information specifies Pearypie’s Facebook address, www.facebook.com/pearypiemakeupartist.

(3) The main content of each episode is divided into 2 parts. Part 1 is a description of the makeup steps in order from the foundation, eyebrows, eyes makeup, and cheeks and lips coloring. Part 2 tells viewers about cosmetic products and tools used in each episode in sequence by the makeup steps.

(4) Other related information is provided in some episodes, especially the product recommendation and distributing places in the form of an advertisement while some episodes present the credit of the song used in the video.

The description in Pearypie channel does not use the features of links between websites or between the points of the channel (Hyperlink), for connecting to other websites or even to her own Facebook address. Therefore, if viewers want to find out more information or want to follow Prae via Facebook, they must copy the website address or type it manually. Consequently, it is less likely for the viewers to interact with the channel through the description.

4) Category: Pearypie channels set categories as practical guidelines and lifestyle relating to the content of each episode, by focusing on makeup in various styles.

5) Privacy: The privacy settings in Pearypie channel have a public setting, which allows viewing the program unlimitedly.

6) Annotation: The annotation in the Pearypie channel is used in the same format for every episode by putting Prae's image at the bottom right corner of the screen. When viewers place the cursor on it, it shows the channel's name and button for a click to subscribe. By doing so, the number of current followers will show up. The annotation appears from the beginning until the end of the program; however, due to its small size that does not interfere with the viewers' exposure to its content, it resembles the logo of the channel. Therefore, the annotation is not intended to be a part of the content, but is used solely to increase the number of subscribers to her channel.

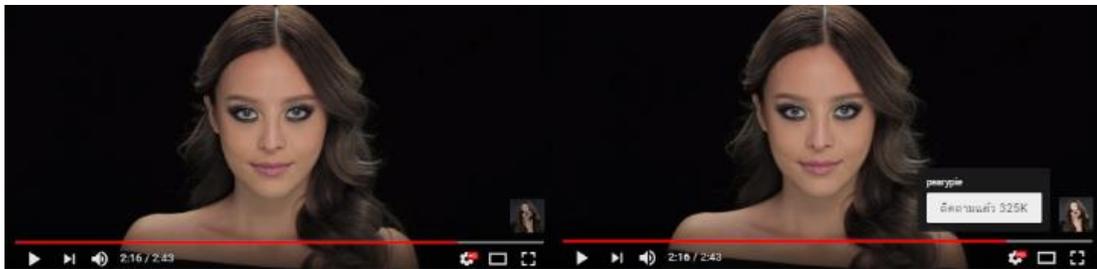


Figure 4.5 The Annotation of Pearypie Channel

4.1.2.4 User Response Features in Pearypie Channel

Pearypie channel allows viewers to respond freely through their comments, or ratings by pressing like or dislike button. The results show as follows

1) Comments

Comments are received from both Thai and foreign viewers due to the presentation format of the Pearypie channel: English titles, description, moving demonstration, etc. In spite of the different languages used in comments, there are similar forms of comments. The first form is the comment on Prae, a beauty guru. For example “Pee Prae is very beautiful”, “Oh My God. You are amazing”, “Where are you from ??”, “I am so impressed. I have seen a lot of Thai makeup gurus who rely on the expensive stuff”, “You Are not, and you are such a Real deal :)”, etc. The next form is the comment on the content and products related to each episode, such as “I like your video especially this video”, “I like this look. Dream”, and “I like a lot of Thai brands”, etc. Besides, another form that appears seldom is the comments that are not related to her content or channel, but may be related to other elements that appear in the channel,

such as the episode “What is the name of the song?”, or “Beautiful, proud to be born as a Thai.”

From analyzing the names and the language used in expressing their opinions that appear in the comments, most of them are female. There are also a variety of nationalities: Vietnamese, Korean, American, etc. For comments in the Thai language, the pronoun “Pee” (in Thai means a sister) is used to call Prae, which shows a sense of respect. However, due to no language structure like this in English, it cannot express how viewers feel towards the beauty guru, which can be analyzed in the Thai language.

The viewers’ comments in Pearypie channel are not responded by Prae or her team. Besides, the interaction and responses among viewers are few as well. Most of the interactions among viewers will be on questioning or doubts. For example, Vsirka comments, “I think I’ve seen this video already in the past” (3 received responses), Pikkuroro replies, “Me Too,” Kotchakorn Tpn replies, “I think she re-uploaded it because the old one was muted” and Holo Sapien replies, “Do you know what song it is?” Another example, Ru CHO comments, “I like it a lot. She is smart and beautiful. Thank you for the good clip.” (2 received responses). RallVe 近づきます replies, “So confused, why did she have to write everything in English?” and then Benyapa Mahasung replies to RallVe 近づきます, “so that foreigners can understand.” Thus, it can be seen that the comments and dialogue between viewers focus on either Prae or content related to the program mainly.

Besides comments on each episode, there are some comments given to Prae and the channel as a whole. For instance, Яна Чернышева says, “Thank you for your video !!! Amazing music, atmosphere, your make-up lessons, yourself !!!: ** Russia watch you!”), and Qb .beerbaewz4 says, “I like watching Prae’s videos very much, watch almost every day”. There are also groups of people or companies that want to contact Prae for advertisements, too.

2) Ratings

The Pearypie channel receives many-time more positive than negative ratings. From the analysis, it is found that since the subscribers are both Thai and foreigners, the presentation of content in English makes it easy for all groups of people to follow and view each short episode from beginning to the end easily and

quickly. On the other hand, due to short-duration content, which is different from normal make-up programs, the editing team has to edit all content in every step in a limited time, causing some viewers unable to catch up nor follow the steps. Therefore, it may cause negative feelings toward the program.

According to the analysis of viewers' responses to Pearypie channel from both comments and ratings, it is found that the majority of viewers tend to give a positive rating for Prael, the program, and the channel. This might be that as the programs are online programs that viewers can actively choose to search and view by themselves, the exposed programs are thus those they prefer viewing or the viewers have their prior needs to view them. On the other hand, if they do not like it, they can choose to change to other programs easily too.

4.1.2.5 Content Analysis of the Pearypie Channel

From the analysis of 20 episodes of Pearypie channel, each component of the episodes is analyzed as follows:

1) Image of beauty: It is found that the image of beauty reflected in these 20 episodes is varied according to the topic of each episode. Mostly, the beauty is determined by the theme and the sponsors of the program. The presented beauty is both simple or has an ordinary look in daily life and beyond-average beauty on some special occasions.

2) Content Structure: The content structure of the programs on Pearypie channel can be divided into 3 parts:

(1) Opening section: This section is divided into two parts: the introduction with the logo and the episode title. The beginning of the video is the same in every episode. Namely, it is a type of animated video related to each episode, such as the episode, "Pearypie: Everyday Look and Skin Routine" combines several animated videos to display what needs to do daily, or the episode, "Pearypie: Smooth me down," is an animated video inserted between the introduction and the end of the episode. However, in some episodes, the introduction section and logo section is not separate, but are presented together.



Figure 4.6 Opening Section on Pearypie Channel

(2) The body section: It is a demonstration by an animated video with music without having any narration, but using related letters and product images. Since the viewers are those who intend to view the content, they have to view it thoroughly to understand all the presented content.

(3) Closing section: It is the part that appears in every episode with an appearance of logo again to remind the viewers of the channel, including the nature of the channel, which viewers who used to view it will know how to get all details, since it is different from other beauty channels in the way that no script or narration is provided like other programs and the language used in English, which can be an obstacle for new viewers.

3) Program Format: The program format is a demonstration video with music without using narration or dialogue. Besides, English is used. In regards to the narration supplementing the images, the analysis is as follows:

(1) The use of descriptive text for describing products while brands of the products are also specified, including their name, color, and code number, together with the product image.



Figure 4.7 The Use of Texts Describing the Product on Pearypie Channel

(2) The use of English texts describing how to make up, along with an animated video demonstrating a make-up in detail.

From analyzing the presented content of Pearypie channel, it is found that viewers who want to use the received information for applying for their makeups have to watch the program with high concentration from the beginning to the end because the videos do not have any narration or dialogue at all. Besides, it requires a certain level of makeup skills on part of the viewers to be able to understand the content easily and quickly from viewing such a quick demonstration. Besides, some viewers just view a video for entertainment. In this case, they do not concentrate on exposing to the program for applying the content for actual use.

Compared with other beauty programs, the demonstration and content transmission through quick videos with music, which takes a shorter time than normal makeups or skin nourishment, make it difficult for viewers to obtain profound knowledge, especially for amateurs or beginners. Thus, the channel focuses on those with some existing skills in makeups as the target viewers, or those who view the programs for more knowledge or skills rather than to learn how to use makeup tools fundamentally.

Nevertheless, Prae uses some communication channels, i.e. Facebook, to establish a more intimate relationship with her viewers. Therefore,

YouTube is perceived by the researcher as just a secondary medium or just a data warehouse in video format for use in conjunction with other media.

4.1.3 Erk-Erk Channel

4.1.3.1 Background of the Beauty Guru in Erk-Erk Channel

Erk or Peeraya Pomasa, started to be a beauty guru by creating a web blog using the website address, www.erkerk.com, to provide information on various beauty issues. Her viewers on YouTube are the followers of her blog. Besides her weblog and YouTube, she also uses other media, such as Facebook and Instagram. Erk started to broadcast Erk-Erk channel since February 10, 2010, and at present, she has over 100,000 subscribers, with more than 400 episodes or videos uploaded on YouTube.

From analyzing 20 episodes of the channel that are viewed the most (see Appendix C), the results are as follows:

4.1.3.2 Technical Features and Shooting Quality

1) Quality of broadcast: The standard quality (SD) video is published at 114p, 240p, 360p and 480p, and the high quality (High-Definition quality: HD) video is published at 720p and 1080p, which makes viewers with a variety of devices and internet quality enable to access the channel.

2) Quality of filming: It is Semi-Professional (Shooting Semi-Professional Videos) by using a high-quality camera with a tripod for manual shooting. In some episodes, there may be 1-2 assistants helping in the production.

3) Techniques for shooting: For scene-setting and lighting, some supplementary equipment is used for shooting, such as the use of ring white light for background and scenes with props that help to highlight the colors of demonstration, tools, cosmetics to be more distinguished. Besides, filming supports high-quality publishing. (High-Definition or HD) to increase viewers' perception ability.



Figure 4.8 Lighting on Erk-Erk Channel: Makeup for Watering in Songkran Festival

The Erk-Erk channel contains a variety of content: talk program, demonstration program, and interview program related to makeup, hairdressing, etc. The techniques of filming vary according to the content. Some episodes use outdoor shootings, so it relies on a natural light without additional lighting. The filming is a form of self-filming (or selfie), so shaking or unstable images can be seen in some parts. A selfie is perceived by the researcher as making the beauty guru more accessible since she expresses herself in a similar way to general people. However, at the same time, images taken by the beauty guru herself may not be in good quality, such as images do not fit the frame, the movement is too fast and causes shaking, or the distance is too close or too far, causing some frustrations and annoyances, etc. This might affect their continuing viewing of the programs.



Figure 4.9 Self-filming on Erk-Erk Channel: Clear Skin- Where did you get it?
ISKYCENTER

For the camera angle and shot size, it is found that the size of the images in Erk-Erk channel focuses on close-up shots of the straight face without the headroom or space above the head or without changing the camera distance. Erk sets the camera on a tripod and shoots alone by herself; therefore, there are no changes in camera angles and movement. The camera is set steadily at one angle and one distance so it gives a feeling of informal shooting or filming or general clips produced by general people. Besides, it gives a feeling of more intimacy as well.

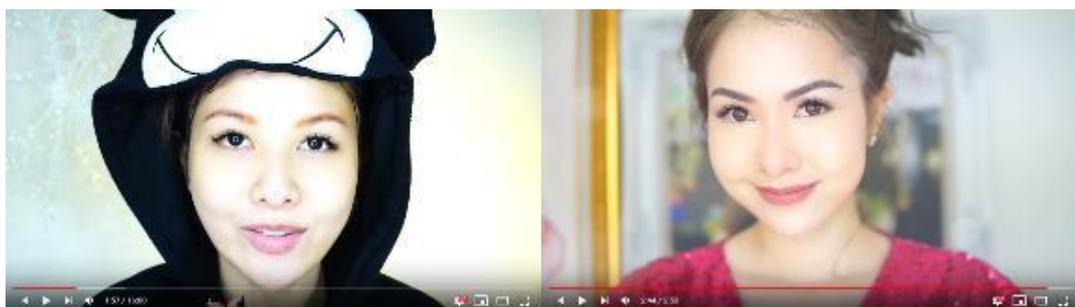


Figure 4.10 The Episode, “Close up on 6 Ways to Use Face Cream” (Right) and the Episode, “Is the eyebrow pad good?” (Left)

Even though the shooting comes from a fixed set of camera tripod without movement nor any alterations in camera angles and shot sizes, Erk still wants her

viewers to see the details of her makeup, especially at some specific parts of the face, so she shoots with big close-up or extreme close-up by herself, which the beauty guru can do by herself without difficulty or without stopping the shooting in order to zoom in or zoom out.



Figure 4.11 Shot Size Adjustment Using Body Movement

4.1.3.3 The Program Components in Erk-Erk Channel

From analyzing 20 selected episodes of Erk-Erk channel that are viewed the most, it is found that in spite of differences or adjustments in the format and property settings in some episodes, the format in each episode is rather identical, i.e. each episode comprises a section of makeups, product or service recommendation, interview, and live programs. The components of each program are analyzed as follows:

1) Thumbnail: 2 types of thumbnail appear in the Erk-Erk channel

(1) The thumbnail that is processed by the YouTube system from a certain section of the program, which will be found in general in the channel before 2016. From the thumbnails, viewers can know what the content is about in each episode. However, sometimes the selected images may not convey any relevant meaning since the system will process from the duration of the content and will choose only 3 images automatically.



Figure 4.12 Thumbnails Processed by YouTube System on the Erk-Erk Channel

(2) The thumbnails created for an episode, which are found in the channel since early 2016. It is the use of still images through the photo editing program with content related to each episode. This kind of thumbnail can communicate the meaning of the content of the episode.



Figure 4.13 Thumbnails Created for the Episode on the Erk-Erk Channel

However, there are still some parts of the programs using the thumbnails processed by the YouTube processing system since the created ones need time for editing.

2) Title: The naming of the episodes in the Erk-Erk channel contains no specific words. Instead, each episode is named straightforwardly depending on the content of the episode, such as nose augmentation (or Rhinoplasty), chin augmentation, facial shape with Filler at ISKYCENTER, or 6 ways to use facial cream for sure Erk-Erk ^^, etc. Some episodes are named by playing with the words or using puns (in the Thai language), but still communicating the content of that episode, such as “clear skin deep to the cell level with 10 cool items”. Besides, in some episodes that

are brought from Facebook Live, the program is named by the content of the episode and followed by the words “Facebook Live Erk Erk.”

The straightforward naming is aimed to create viewers’ expectations of what they will see in each episode without having to interpret its meaning.

3) Description: The details in the Erk-Erk channel consist of 4 types of descriptions:

(1) No specification

(2) Giving credit to songs on YouTube, especially those copyrighted songs. Detailed and accurate information on the songs is provided with appropriate use.

(3) Giving a hint of the details through the use of introductory words to call viewers to follow.

(4) Adding contact details, including Line, Facebook Page, Twitter, YouTube, that viewers can click to link to the destination immediately. Such a description can also be found in other forms as well.



Figure 4.14 The Description in the Episode “How important is a skin check?” on the Erk-Erk Channel

From analyzing the description in the Erk-Erk channel, it is found that the description does not play an important role in communicating with the viewers, especially in terms of the detailed information relevant to the program. The researcher notes that on the opening of the episode, the video displays almost full screen so it is difficult to see the area of description. Besides, viewers will not scroll the screen down to read the details. If the details of the content are completely given, they do not have to read the details in the description box. A specified description is therefore unnecessary in this section.



Figure 4.15 Display of the Episode “Proving Clear Skin by Only Drinking Water | For Purra.”

In addition, the researcher further remarks that the reason Erk does not give the details is that the viewers have a multi-task behavior or they prefer doing more than one thing at a time concurrently, such as opening a channel while browsing other websites or doing some other work, etc. so most viewers will not read the details of the channel.

4) Category: The Erk Erk channel defines categories as “People & Blog,” for every episode, which is analyzed by the researcher that a part may come from the weblog initiated by Erk. came from the initiative of Erk-Erk. Erk started with a weblog. Therefore, she selected categories that are consistent with her initiated blog. Besides, the Erk-Erk channel has other content rather than beauty, besides

makeups and hairdressing, i.e. some parts of the content are about the stories of Erk. However, the main content is still beauty-focused.

5) Privacy: The privacy setting on the Erk-Erk channel is managed to be a public setting, which allows viewers to view a program unlimitedly.

6) Annotation: There are no annotations found on the Erk-Erk channel.

4.1.3.4 User Responses in the Erk-Erk Channel

The Erk-Erk channel allows viewers to respond freely by comments or ratings by pressing like or dislike buttons. The results from the analysis of each component are as follows:

1) Comments

The comments cover 2 main topics: comments on the program or channel and comments on Erk.

(1) Comments on programs or the channel: Viewers express their opinions by responding to some episodes in which Erk talks and asks her viewers for comments, such as in the episode “SULWHASOO vs LANEIGE,” Erk asked about the right pronunciation of the brands’ names and many viewers gave her responses. Moreover, some viewers also raise questions about the content of the program. For instance, in the episode “Dressed up for watering in Songkran Festival: Fair skin and hair,” a viewer named Saranya Chaithap commented, “Apply BB and sunblock without powder, right? Khun Erk”, then Warut Thongsa asked, “What is the powder used for?”, and Kaher096 responded, “Coconut oil? Where can I get the hat? Erk, could you please let me know?”.

(2) Comments on Erk: Most viewers give compliments to Erk in various dimensions, which can be found in every episode. To illustrate this, Suphassorn Sae-lee commented, “So cute, good makeup and good talk.”, then Happi babie commented that “Beautiful, cute, Pee Erk.”, and Lear Kae Kae gave more comments, “I listen to it a lot. I like it, but I am very tired. I feel that you speak so fast. Anyway, thank you for the good story.”. Besides, there are some inquiries on personal information occasionally, such as Momayo Jung asked, “Erk, what is your job?”

Besides comments on these two topics, some exchanges of opinions among viewers, which are irrelevant to the content of the channel or programs,

appear sometimes, i.e. in the episode “Bally Billy,” a viewer asked, “Which is better: cold water and warm water?” Then 2 responses were received. Mew Pacharee responded, “Warm water,” and Moomindy Tube responded to Mew Pacharee, “#Recommend water at room temperature better than warm water.” However, there was no response from Erk on these comments. It seems that this kind of questioning through the comments section will get no response from Erk.

The language Erk uses in communicating with her viewers is polite. By analyzing viewers’ age from the language used, it is remarkable that most of the responding viewers have the same age with Erk while some of them may be younger, analyzed from the word used, i.e. Pee (in Thai, it means an older sister), to show their respect to her.

2) Ratings

It is found that there are many more positive ratings than negative ones. Especially, in some episodes, there was not even a single negative score. In this regard, the researcher analyzes that due to the nature of YouTube as a new media, which viewers can choose to expose to the content they want, viewers have already made up their decisions to expose to this channel and found the usefulness of the received content. Regarding negative feedback, most of it may come from the viewers’ dissatisfaction with what they expected to get before the exposure. Besides, the negative ratings are found in the episodes with a long duration. This reflects that viewers may expect to expose to short episodes, which is the nature of this channel.

4.1.3.5 Content Analysis in the Erk-Erk Channel

From analyzing the 20 selected episodes of the Erk-Erk channel that are viewed the most, the analysis of each component is as follows:

1) Image of Beauty: It is found that the Erk-Erk channel focuses on the beauty of skin and hair nourishment in combination with surgery and makeup. From the content analysis, it is found that the frequencies of the program presentation on skin and hair are almost equal to the presentation on surgery and make-up. The mostly-presented physical appearances are white skin and clear eyebrows, with a pink- light orange tone of makeup rather than a dark tone. Besides the presentation of beauty content, the channel also emphasizes a positive attitude, separately from the issue of nourishment and makeup. This indicates the image of beauty from the

channel's perspective focuses on both physical appearance and the inner factor, or the use of a positive attitude.

2) Content structure: The content structure can be divided into 2 types as follows

(1) Structured content presentation: There are 3 parts: opening, body, and closing section. In the opening section, it shows the title or image with music. After that, in the body section, the content is provided in sequence in the form of a talk, demonstration, and interview program. In the last part or the closing section, some episodes use the video from the opening section to close the program.

(2) Unstructured content presentation: It is the presentation of the content without a clear structure, i.e. with some introductions for some episodes or none for some. When opening a program, viewers can see Erk talk about the coming content with the introduction of the episode. It is mostly in the form of a talk program, such as the episode "SULWHASOO vs. LANEIGE Foundation" which begins with the discussion on the topic about buying products from foreign countries. Besides, some programs are from Facebook Live in which Erk talks to viewers without any introduction.

The structured content presentation is the main structure used in the channel, while the unstructured one is only found in a few episodes with some episodes from live broadcasting on Facebook. However, viewers who follow the channel regularly can forecast the kind of sequence of the program it will be before their exposure.

3) Program Format: The program format of the Erk-Erk channel consists of a talk, demonstration, and interview program, and programs taken from other media. From the analysis, the program format of the channel is found as follows:

(1) A talk program is a program from the live broadcast on Facebook on lifestyle guidelines. Various stories are narrated based on Erk's personal experiences, and the content is organized in chronological order. She uses spoken language and uses her name, "Erk," for representing herself. The given guidelines in the content are quoted from various media and scholars to increase credibility. During the narration, the beauty guru uses a varying tone of voice to arouse

viewers' shared feelings with the story. Besides, there is a periodic conversation with the viewers by calling them "everybody, you, or friends" showing a different level of intimacy, and asking them for pressing the "like" button. However, this kind of conversation with the viewers is scarce since most of the program emphasizes the narration as the main format.

(2) Demonstration programs are for makeup, skincare, and product review by ordering the content with make-up and skincare steps. The presentation of this part is in the form of talk and musical demonstrations without narration. It is an explanation of the methods in parallel to the demonstration, but in some parts, there is a voice-over narration during the demonstration. The product is often shown by being held close to the camera; however, not all the products will be shown this way. Most of the shown products are sponsored. Therefore, the presentation does not show other branded products, even though they are used or inserted in the program, probably because of content control by related stakeholders. On part of the product review, Erk clearly shows the sponsors as they allow the channel to recommend their products. From the analysis, it shows that Erk's demonstration does not emphasize or give importance to explaining techniques or methods of make-up, but rather shows the overview of a makeup process to viewers. Therefore, viewers exposing to this channel should have some foundation of make-up and can understand the techniques and methods in a short time. Besides, it is found that those who want to view the program are those who want to learn the trends of different makeup styles rather than beginners.

(3) An interview program is an interview with famous people in the field of beauty, such as in the episode "Hair Loss, Thin Hair, Bald Hair or Baldness," Dr. Kotchamon, an expert on hair disease and hair transplantation surgery, was invited as a guest by being interviewed at his clinic. The conversation is in a semi-formal language. Erk was holding a camera, while interviewing and expressed her interest during the interview, without any questions.

(4) Programs taken from other media are the programs taken mostly from broadcast television, e.g. "Pretty Face to Face", broadcast via AMARIN TV. Therefore, such a program is a reproduced program, or was not produced

by Erk but was filmed and produced by a professional production team. Even though Erk did not control the content by herself, it is still related to beauty.

From the analysis, it is found that all through the program, Erk uses a variation of tones of voice and stimulation of shared feeling in communication. Special emphasis is put on the part the guru wants to convey to her viewers. One of the most distinguished characteristics of Erk is her speedy speech, which is so fast that many viewers comment on it and complain that they cannot catch up with what she says. Still, for her overall communication with the viewers, it reflects her high source credibility as a beauty guru.

Still, the Erk-Erk channel is not the only medium used to communicate with the viewers, but there are also other ways of communication, such as through Instagram and Facebook. On Facebook, the program can also be presented in a video form. However, owing to the media features, and convenience in searching and viewing, the Erk-Erk channel is still broadcast on YouTube as the main video broadcast media.

4.1.4 MissPimpaka Channel

4.1.4.1 Background of the Beauty Guru in the missPimpaka Channel

Pim or Pimpaka Maneethai is a beauty guru with an educational background in information technology, making her be an expert in using computer media. She defines herself on the Facebook page as MissPimpaka-Pim, a housewife who loves taking care of herself. She focuses on making videos to provide knowledge on worthwhile savings and using things. From Pim's autobiography, her makeup tutorials focus on simple and fast makeups, suitable for people with single or hidden double eyelids, which are like her eyes. However, viewers with normal double eyelids are also welcome to her program to learn how to adjust them properly. Pim has no professional makeup background, but because of her passions. Therefore, the content presented in her program is a collection of knowledge accumulated from many beauty gurus and broadcast not only on YouTube but not also on other media, i.e. emails, Facebook Page, Instagram, etc. The missPimpaka channel began its broadcasting on April 8, 2001, with a total of 1,765 episodes and more than 100,000 followers. The channel is categorized under a "How to" program.

From analyzing 20 selected episodes of the missPimpaka channel that are viewed the most (See details in Appendix C), the following is analyzed:

4.1.4.2 Technical Features and Shooting Quality

Pim's videos have an average duration of 10-20 minutes, and some episodes are more than 1 hour long, which is quite long when compared to the features previously specified by YouTube, or a duration of 15 minutes (at present, no time limit is required). Thus, it is easy for viewers to change or close the programs if they are not interested in the presented content. Therefore, most of the viewers of the channel are those with high interest in the program.

1) Quality of broadcast: The standard quality video (SD) is published at 114p, 240p, 360p and 480p, and the high quality. (High-Definition quality: HD) is published at 720p and 1080p, which has a carrying capacity for viewers' access by various kinds of devices and internet quality.

Pim's videos have an average duration of 10-20 minutes, and some episodes are more than 1 hour long, which is quite long when compared to the features previously specified by YouTube, or a duration of 15 minutes (at present, no time limit is required). Thus, it is easy for viewers to change or close the programs if they are not interested in the presented content. Therefore, most of the viewers of the channel are those with high interest in the program.

The use of high quality or High-Definition quality videos in broadcasting beauty-related content can be analyzed by two dimensions: technological and content. At present, technologies for facilitating the filming, presentation, and broadcasting are at the high-quality level; therefore, it can transmit the content and details very well, especially the images of beauty that requires very high definition to let viewers see all distinctive components, i.e. different components of glitters and shimmers, etc.

2) Quality of filming: To increase the carrying capacity of the broadcasting at the High-Definition or HD level, it is necessary to shoot with high-quality devices. However, the shooting of the program is at a semi-professional level by self-production in combination with high-quality devices.

3) Techniques for shooting: The props and lighting of the missPimpaka channel are shot by a camera set up in a room, which tends to be a

bedroom and a bathroom. In the filming of product reviews, it is done in a bedroom while a makeup tutorial in a bathroom. The production style is Shooting Semi-Professional Videos. Therefore, there is no additional lighting or scene-setting but it uses lighting from the light available in the room and natural light. From the analysis, it is found that the type of program facilitates the channel to create a feeling towards the beauty guru as a general beauty guru, who is not different from the viewers. Nor are more scenes set up to create more beauty. It is aimed to make viewers feel close to the beauty guru and to enhance the feeling that they can follow the knowledge transferred by Pim. Nevertheless, the quality of the presented images may not be stable because of no lighting control. Especially, for the presentation of beauty, such a quality may discourage viewers to share the feeling with the presented content and lack confidence in the content.



Figure 4.16 The Production of the missPimpaka Channel without Lighting and Setting

However, recently, there have been additional improvements in filming, starting to have lighting and scenes setting by using fabric, both plain white and lustrous, as the shooting background. In some episodes, straight light is used to produce no shadows on the face and can see the colors more clearly. Still, it is relatively a form of amateur production without a supporting team.



Figure 4.17 The Production of missPimpaka Channel with Lighting and Setting

Besides, the missPimpaka channel also has some outdoor shooting. From the analysis, it is found that outdoor shooting still uses a self-filming camera without setting the scene and lighting and emphasizes the use of natural light of that location for filming.

For the camera angles and shot size, it is found that the program uses a single-camera shooting, and uses the still setting camera from the beginning to the end without changing the distance or camera angles. The image sizes mostly used for filming are a close-up and medium close-up. If the product or items used for make-up or hair need to be seen clearly, they are moved towards the camera instead. The advantage of using this method is that it can be done quickly and easily, so there is no need to stop the camera or edit too much, which helps to shorten the production time of each episode. However, it may affect the viewing, which makes it impossible to see the product clearly because the camera system cannot adjust the entire focus properly, so the images that come out might be blurred.



Figure 4.18 An Out-of-focus Image of a Product

Accordingly, the unclear images of a product may be caused intentionally or unintentionally, but it may affect the viewers' perception and interpretation in terms of credibility since if they negatively perceive the blurred images, they will interpret it as hiding some details intentionally.

4.1.4.3 The Components of the Program in the missPimpaka Channel

From the analysis of the components of 20 selected episodes of the missPimpaka channel, it is found that the components of each episode have the same format and features as follows:

1) Thumbnail: The thumbnail of the channel is an image automatically processed by YouTube. When uploading a video, the system will process it by calculating the average of an image at the beginning, middle and end of the video to let the user choose the image that they want to be illustrated. For Pim's channel, all the illustrations are selected by this method. Besides, they are shot by a close-up and medium close-up size having Pim in the entire program without any editing. Therefore, the processed image of the channel in every episode shows Pim at the same shot size. This consistent shot size may make the format and the portrait stable and become a unique format leading to easy recognition.

From further analysis, it is also found that a thumbnail used in the MissPimpaka channel is useful in two ways: production and communication. Concerning the production aspects, the production process is relatively amateur and uses no professional team to work behind the scenes. Therefore, the use of an image from automatic processing can reduce working time. On the other hand, in terms of communication, a thumbnail is communicated to the viewers clearly and straightforwardly. When viewers see a thumbnail, they can instantly predict roughly the content in that episode and upon viewing, they can witness the content as indicated through the thumbnail.

2) Title: The naming of each episode of the missPimpaka channel is accordant with the content of that episode, which can be divided into 2 types of naming:

(1) Direct naming: An episode is named based on the content of the episode in a straightforward way, such as the episode "hair tie with a bit of bulging for shoulder-length hair" is a demonstration program of how to curl hair by

tying and bulging, as Pim had such shoulder-length hair at that time. Another example is the episode, “An interview of Pim with Oak and Opal.” Besides, some episodes are named in English, i.e. “How to Blow Dry and Style Short Hair”, which is a demonstration of drying and styling short hair.

(2) Naming with some leading words. For example, an episode is named, “Unpacking and trying...,” followed by a product or a group of products recommended in the program. Then, viewers can foretell that such an episode contains a product review.

It is found that the naming of the episodes in the missPimpaka channel uses the former method, and only some of them use the latter one. However, for the latter method, Pim will mostly show a product without any demonstration, which will be different from the directly named episodes in which a demonstration will be conducted. This consistent naming helps viewers to know what they are going to see from the name of each episode and thus helps them to decide if they want to view it or not more easily.

3) Description: A short description related to the episode’s content is used in the missPimpaka channel. A detailed suggestion in some episodes to follow the new episodes and through other communication channels is provided.

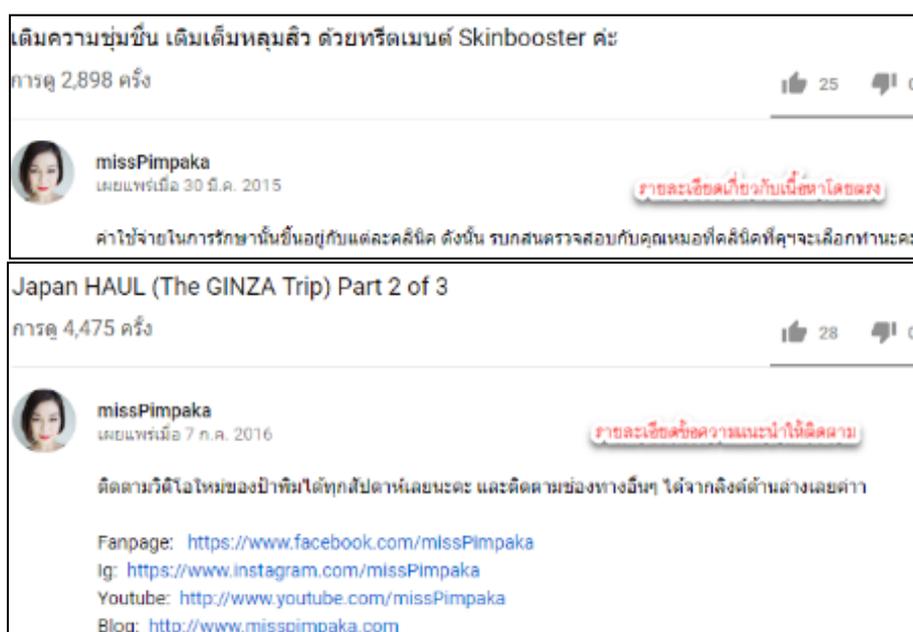


Figure 4.19 The Description in the missPimpaka Channel

From the analysis, it seems that Pim does not give importance to communication through the area of description. It may be since Pim is a good and fluent speaker, so she starts her talk upon opening the program and this can attract viewers to pay attention to her rather than to read the description. Especially, she often mentions the details of a program and if viewers cannot catch up with her information, they can use YouTube's features for a watch replay as many times as they want. Moreover, based on the behavior of YouTube users, they tend not to use only one media; thus, this makes the description not so important for communicating with the channel's viewers.

4) Category: The missPimpaka channel is set under the category of "How to and Style" which corresponds to the content appearing in the channel that is relevant to the women's lifestyle focusing on beauty and other stories related to women.

5) Privacy: The privacy settings in the missPimpaka channel is set to be the public setting, which allows viewers to view a program unlimitedly.

6) Annotation: There is no annotation appearing in the MissPimpaka channel.

From analyzing the components of the channel, it is found that Pim produces the program without focusing on the technical elements available on YouTube so much. Instead, she prefers using simple methods in her production and dissemination via YouTube. As a result, extensive elements or features, i.e. description, etc. are seldom used or are not used at all. In other words, Pim places more emphasis on beauty communication with her viewers through the content of the program than technical components. Thus, viewers can obtain beauty details from her conservation and demonstration mainly.

4.1.4.4 User Responses in the missPimpaka Channel

The missPimpaka channel allows viewers to respond to the program freely through their comments and ratings by clicking like or dislike buttons. The results from the analysis of each component are as follows:

1) Comments

It is communication between viewers and Pim. Mostly, viewers call Pim "Aunty Pim", by the pseudonym Pim used to call herself. The viewers' consent

to use this pronoun to call Pim is due to their respect for her as a beauty expert. Besides, the word, “aunt,” means someone older or more senior in certain areas. However, some viewers call her “Nong Pim” (Nong means a younger sister or someone younger in the Thai language) because they are older than Pim. Some viewers also call by her real name, not an alias. There are 2 types of comments found from the analysis: comments on Pim and the content in each episode.

Comments on Pim are unrelated to the content of the episode. For example, in the episode “Unpacking and trying Cho Foundation Powder,” a viewer named Kanlayanee Kulya comments, “Aunty, beautiful and cute, as usual,” or in the episode “Vlog - Amore Pacific Cushion Unpacked Trip: Day 3 Korean Makeup Class (4 of 5),” a viewer named Booncharoen Meaw Meaw comments, “Hello, holiday Pim, the weather is starting to be cold so take care of yourself.”

Comments on the content of an episode can be classified into 2 formats. The first format is an attitudinal comment, such as in the episode “Vlog - Amore Pacific Cushion Unpacked Trip: Day 3 Korean Makeup Class (4 of 5),” a viewer named Nanniie Ka comments, “I like it. You gave thorough techniques,” or in the episode “Unpacking and trying Cho Foundation Powder,” a viewer named Soubanh Phongsa comments, “Wow, it is good, Nong Pim”. Another format is a questioning format; for example, in the episode “Unpacking and trying Cho Foundation Powder,” a viewer named Brownie Cake comments, “Is it difficult to wash? If lasting like this, I would like to know how to wash it,” or Tar Tritipnipa comments, “There are many flecks. Can we conceal them?”

From the observation, the most common form of comments found in the missPimpaka channel is a comment on the content of each episode in the form of questioning, that can be found in every episode.

On the other hand, Pim also comments and interacts with almost every viewer. Especially, to reply to her viewers’ question, Pim will respond to those comments back and forth in the form of additional suggestions and questioning.

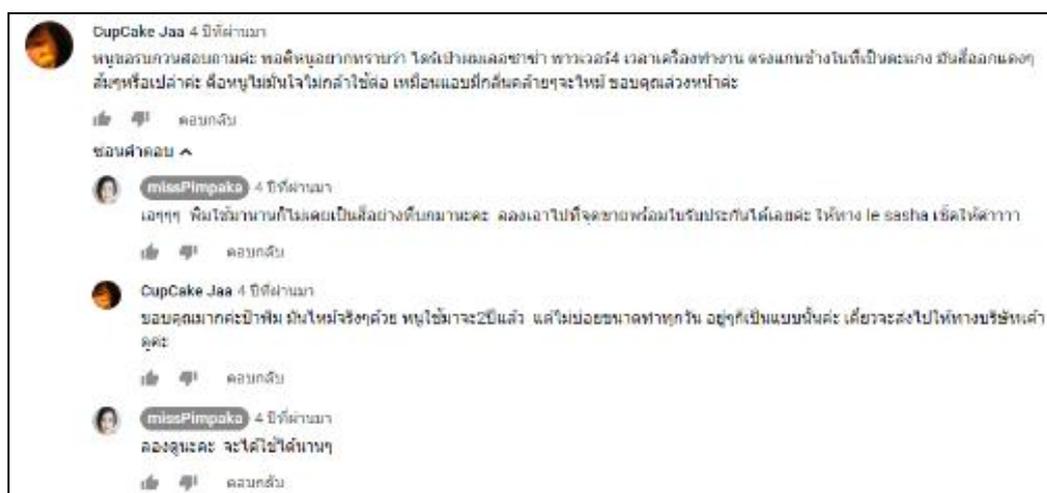


Figure 4.20 The Communication between Pim and her Followers in the missPimpaka Channel on the Episode “How To Blow Dry and Style Short Hair.”

Besides, it is found that Pim places much importance on the viewers who give comments on her channel. This is because it shows their interest and desire to interact with her as a beauty guru. Therefore, the comment area is not only an area for viewers to give their comments, but also the space for communicating with the beauty guru like other social media. Moreover, it is like an area to change, learn, and negotiate the content and knowledge of beauty with the beauty guru in another way.

2) Ratings

Ratings on the missPimpaka channel appear to get more positive scores than negative ones. This might be because of the characteristics of new media that viewers can choose the content that they want. Therefore, the viewers who come to watch the missPimpaka channel are those who consider that the content of the channel will be useful or suitable for them. For the negative ratings, it may cause by viewers' high expectations. After watching the program, they may find that the program is not able to respond to their needs. It is noticeable that an episode with a longer duration than other regular episodes tends to receive more negative opinions.

Remarkably, the positive scores of ratings in the first period were higher than at the end of the data collection. This might be because there were fewer numbers of viewers and beauty gurus in the first period so viewers could get closer to a beauty guru. However, in the end, more viewers followed the program while

more beauty gurus appeared in social media, so viewers could choose to view their needed content from various media and thus showed less interaction with a beauty guru through their ratings like before.

4.1.4.5 Content Analysis in the missPimpaka Channel

From analyzing the 20 selected episodes of the missPimpaka channel, the results of the analysis of the components are as follows:

1) Image of Beauty: It focuses on presenting a natural image. The content is mainly determined by the program sponsors and presents an example of usage. Therefore, the beauty aspects focus on analytical thinking towards the use of various products from the presentation of trial samples in the program. From analyzing the physical beauty appearing in the channel, the channel focuses on the skin without wrinkles, sharp eyebrows, coloring on eyes, cheeks, and mouth, with an emphasis on naturalness. Namely, the color is not too bold and can be used in everyday life.

2) Content structure: The content structure can be divided into 4 parts:

(1) Title at the beginning and the end: It displays a picture of all 5 social media logos: YouTube, Facebook, Instagram, Social Cam, and Exteen Blogging, from left to right. Moreover, “missPimpaka.com” is displayed at the bottom. This image appears at the beginning and the end of the video.



Figure 4.21 Title at the Beginning and the End in the missPimpaka Channel

(2) Opening section: It is a greeting to the viewers and an introduction to the content of each episode so that viewers can know what the episode is about. Also, there is a rough explanation of the content before starting a demonstration or talk.

(3) The body section: The content includes a talk, demonstration, and interview program concerning the title of each program.

(4) Closing section: It is to say goodbye to the viewers without a summary of the content. Since the body of a program is quite long without any editing, so it uses a short closing statement.

The missPimpaka channel has a consistent structure of the program in every episode, so viewers who regularly watch the missPimpaka channel can know what content is at each period. Because of YouTube features, they can watch the desired part without having to start watching from the beginning or wait until the end.

3) Program format: The programs are in the form of a talk, demonstration, and interview program, including programs from other television broadcasting media. The results of the analysis of the program format are as follows:

(1) The talk program contains content about product reviews. The content is presented according to the order of the product reviews, such as in 1 episode, there are many products, so when a product is picked up, Pim will begin describing it immediately. On the other hand, she will also connect the content with other topics. For example, in the episode “Japan HAUL (The GINZA Trip) Part 2 of 3”, when talking about purchased products, she linked to how to organize a suitcase or how to buy products and pack them during a trip. Also, while introducing a product, the price of the purchased product will be displayed, but the product may not have necessarily been tested yet. For a general talk, Pim speaks rather fast and has a different tone of voice, together with some laughing. However, on the part of product reviews or sponsored products, she looks like reading a script or looks unnatural with a different style of language from her normal style. For her general speaking, she calls her name, “Pim,” but she will not do the same for the narration of the reviewed products.

(2) The demonstration program contains content partly on the tutorials of makeup and hairdressing and another part on one product review in each episode. The demonstration will be in sequence: makeup, hairdressing and then usage steps. Before any demonstration, Pim describes firstly the details of the product to be demonstrated and then demonstrate the product. This kind of sequence is repeated for every product in each episode until the makeup or hairdressing is finished. During her

description, she often gives rationale supporting the use of a product or compares it with other substitute products, sometimes with some slogans for reminding her viewers, i.e. “The color used can be either cheap or expensive. It is not necessarily always expensive,” etc. Moreover, she often provides some explanations for a certain way of makeup. For instance, to use shadings to frame the face to get more depth because, in a party or ceremony, makeup must be eminent for photographing, especially when a photographing with a flash can make the face look flat. Another example is to draw eyebrows repeatedly or to draw in a way that can change the shape of eyebrows or in the current trends of eyebrows, etc.

(3) The interview program is found in only one episode, “Aunty Pim’s interview with Doctor Oak and Opal” from 20 episodes. The location of the interview took place outdoor, or in Smith Clinic, with the content related to self-care on beauty. Dr. Oak is a dermatologist. Therefore, it is a credible person who can provide information following the topic. The conversation between Pim and the interviewees is very friendly as Pim is a good speaker so the conversation is very smooth and interesting.

(4) The program from other television broadcasting media is witnessed in one episode from the program called, “A Battle of Housekeepers,” broadcast on Thairat TV channel, where Pim is responsible in the part of “Extremely Beautiful”, with 5- minute long. Pim broadcasted this program from the beginning until the end of the episode. Thus, the total length of the program is approximately 10 minutes. However, content and filming are under the control of the production team of “A Battle of Housekeepers” program. In that episode, Pim uses semi-formal language and different speaking styles from her regular style in hosting her program in which faster talks and more loaded language are used.

In general, from the overall analysis, it is found that Pim is a fluent speaker with a firm but fast speaking style. She uses tones of voices variedly and often illustrates some reasons behind her explanation of something. She also uses a lot of body language or movement to illustrate her content so confidently that looks credible in the eyes of the viewers. Another distinguished aspect of her speaking style is to let viewers think carefully before adopting any content for use, i.e. to study one’s complexion or preference before makeup, etc. Therefore, what she often emphasizes

is her presented beauty is not for all or everybody, but it is the beauty based on each individual.

The missPimpaka channel is not the only channel used to communicate with viewers. Pim also uses other social media, such as Instagram, Facebook, Social Cam, and Exteen Blog. However, the missPimpaka channel is considered the main channel to convey beauty-related information on YouTube in the form of videos in a narration style. Besides, due to YouTube features, it is also easier for viewers to search and view the content they want than other social media.

4.1.5 Yaeuunws Channel

4.1.5.1 Background of the Beauty Guru in the Yaeuunws Channel

Yae - Nontaporn Teerawatanasuk started her work as a highly confident and talkative pretty with a sense of humor and a sense of high individualism. She is a beauty guru whose initial experience began in the entertainment circle as an advertising model, Miss Thailand Universe pageant in 2009, an actress of a music video, including a pretty on various occasions. She has been well known by declaring her plastic surgery on various parts of her body: face, body, etc. to the public through a TV program entitled, VIP, on September 17, 2012. As a beauty guru, she has been accredited from her care, make-up, and hairdressing throughout being a model and master of ceremonies, especially her high experiences in plastic surgery, which calls for special care. and also passing surgery experience, therefore, it requires special care. The Yaeuunws channel began broadcasting on July 8, 2012, with a total of 776 episodes and over 500,000 followers. Her channel is classified under the “How to & Style” category.

From analyzing 20 selected episodes that are viewed the most in the Yaeuunws channel (See details in Appendix C), the results are as follows:

4.1.5.2 Technical Features and Shooting Quality

1) Quality of broadcast: The standard quality video (SD) is published at 114p, 240p, 360p and 480p, and the high quality (High-Definition quality: HD) is published at 720p and 1080p, which can support the access of viewers with a variety of devices and internet quality.

Each episode of the Yaeunws channel is 4-7 minutes long on average, which is considered as a quite short program, allowing viewers to watch the program from the beginning until the end without changing or closing the channel. The titles of the episodes are in Thai by specifying and not specifying the details of each episode clearly so viewers have to make some understanding and interpret their meanings by themselves.

The use of high quality or High-Definition quality videos in broadcasting beauty-related content can be analyzed by two dimensions: technological and content. At present, technologies for facilitating the filming, presentation, and broadcasting are at the high-quality level; therefore, it can transmit the content and details very well, especially the images of beauty that requires very high definition to let viewers see all distinctive components, i.e. different components of glitters and shimmers, etc.

2) Quality of filming: Normally for the production and shooting of the professional quality (Shooting Professional Videos) requires shooting with high-quality equipment in every episode, and the camera can support HD filming. However, the production of the channel is relatively nonprofessional or is all a self-filming.

3) Techniques for shooting: The setting and lighting for shooting the Yaeunws channel uses a variety of methods: both filming with just one camera and filming using more than one camera. The lighting is mainly focused on bright white tones.



Figure 4.22 The Production of the Yaeunws Channel in the Episode “What to Do? Forget the Makeup Bag?”

A medium shot is for a straight face while talking to viewers and display the overall image while a close-up shot for zooming during a makeup on a specific part of the face. Extreme close-up shots are for shooting products. Besides, the lighting emphasizes a bright white tone mainly. Props and scenes are not fixed but vary according to the content. The shooting can be indoor and outdoor.

The use of diverse camera angles and shot sizes helps to reduce the boredom. Besides, it can help viewers to see a product and its details more clearly. Consequently, it will yield better learning on makeup and various kinds of products.

In some episodes, a single camera is used from the beginning to the end without changes in camera angles or shot sizes. However, the camera will be moved to get closer to let viewers see a product more clearly. Sometimes, a close-up shot may be adjusted after the post-production process or by editing. However, the setting and lighting is still set up indoor, using bright-tone light to make Yae's complexion look fairly whiter than her normal one.



Figure 4.23 The Production of the Yaeunws Channel in the Episode “Makeup is Like a Rubber Doll, Sexy and Affected”



Figure 4.24 Shot Size Adjustment by an Editing Process of the Yaeunws Channel in the Episode “Makeup is Like a Rubber Doll, Sexy and Affected”

4.1.5.3 The Components of the Program in the Yaeunws Channel

From analyzing the 20 selected episodes of the Yaeunws channel that are viewed the most, the results of the analysis are as follows:

1) Thumbnail: From the analysis, it is found that there are two types of thumbnail used in the channel: the use of an image from automatic processing by YouTube, which is found in the videos broadcast at the first period of the channel and the created images by using still pictures during and after the makeup or hairdressing, depending on the content of each episode. Sometimes, some images are captured from a part of the content on the screen and a title is put into the episode to convey the content of that episode.

From further analysis, the use of thumbnails in the channel can convey the content of each episode very well. When the viewers see the image from the illustration, they can immediately forecast the content of the episode. so when viewing the program, they will find content that is under the thumbnail. Viewers thus can learn a brief description of the content from the selection of the illustration.

2) Title: The naming of the Yaeunws channel can be divided into 2 types:

(1) Direct naming: Each episode is named according to the content of that episode, such as the episode “6 Styles of Hairdressing Tutorials, Easy to Follow with One Device!” is a teaching of how to do 6 styles of hairdressing by using only one styling equipment, or the episode “Easy Ghost Makeup in the Three Worlds” is a make-up tutorial of how to make one look like a ghost (a ghost makeup) and provides easy and simple methods for the viewers.

(2) Naming by using metaphorical meanings: It is a naming by comparing it with something or by using a metaphor. For example, the episode “What to Do If Forgetting a Cosmetic Bag?” is named with a question. In this episode, it presents how to use cosmetics from a convenience store for makeup if someone forgets to bring cosmetics during a trip. However, the title does not specify any content related to makeup tutorials or product reviews. Another episode “When Yae Wants to Be Pimtha! Will she survive?” is about how to makeup in Pimtha’s; thus, the content is also a make-up tutorial, but the name of the episode does not show that it is associated with any make-up.

3) Description: Most of the details are about the information of a sponsored product. A hyperlink is used to link to the sponsor of that episode directly. Besides, there is a warning to viewers that the recommendation on any product is based on the beauty guru's personal opinion so they should be discreet or have discretion when viewing or before choosing or using it. Also, viewers are warned that the results of product use may vary from person to person. This reflects a concern on her viewers who regard her as their influencer.



Figure 4.25 The Description in the Yaeunws Channel

4) Category: The Yaeunws channel is the entertainment category judged by the method and tone of presentation in each episode that focuses on entertainment with beauty-orientation.

5) Privacy: The privacy setting of the Yaeunws channel is set up with a public setting, allowing viewers to watch the program unlimitedly.

6) Annotation: It is used in the box at the end of the program, and links to other episodes of the Yaeunws channel. However, in case that viewers watch a full-screen video, they then cannot click the subscribed button. Therefore, this annotation is useful or makes it easy to subscribe to the channel only when viewers finish watching the program.

4.1.5.4 User Responses to the Yaeuunws Channel

The Yaeuunws channel allows audiences to respond freely through comments or ratings by pressing like or dislike buttons. The results of the analysis are as follows

1) Comments

From the viewers' comments to the channel, it is found that they call the beauty guru as "Yae", "Pee Yae" (Pee means someone older in the Thai language) and "Ying Yae" (Ying means a woman in the Thai language). The viewers who give comments are both male and female. In most cases, female viewers show their respect for Yae by calling her "Pee Yae" or "Ying Yae," while the male ones just call "Yae." The opinions expressed on the Yaeuunws channel have 3 kinds: opinions related to the program's content, related to Yae, and no relation to either the content or Yae.

Besides, it is found that the opinions relating to Yae are both positive and negative. Particularly, men's opinions towards Yae are related to sexuality-issues, such as in the episode "Yae Wearing Sabina CrisCollection III One by One," several vulgar comments and sexual harassment are found. It might be caused by the characteristics of Yae: high self-confident, speaking boldly, extrovert, etc.

2) Ratings

Ratings found in the Yaeuunws channel generally appear in a more positive than negative direction. The reason may be that due to the nature of new media, which viewers can choose to view that they want to. On the other hand, the negative responses may be caused by viewers' high expectations before their viewing. Especially, viewers may perceive the channel as a referral-marketing program and an advertisement of sponsored products, so it yields fewer benefits from their viewing. Moreover, it is found that the episodes with longer duration than other regular episodes tend to get more negative scores. It can be implied that viewers of the program desire to watch a program for a short time rather than in a long time.

4.1.5.5 Content Analysis in the Yaeuunws Channel

From analyzing the 20 selected episodes of the Yaeuunws channel, the results of the analysis are as follows;

1) Image of beauty: Beauty is presented in 2 distinct images: physical appearance and inner beauty or intelligence in analytical thinking. The

physical appearance changes by the theme and the sponsor of each episode. The image of beauty emphasizes created beauty by make-up and the use of several kinds of foundation to ensure white smooth skin. Bold and sharp eyebrows are also emphasized with clear coloring on several parts of the face. Regarding intelligence in analytical thinking, it is communicated through the titles of the episodes, but the titles are often ambiguous or in questioning, format to let viewers think it through an analytical thinking process. Besides, the content also presents some experiments on sponsored products, which requires viewers' discretion when viewing.

2) Content Structure: The content structure of the episodes of the Yaeunws channel can be divided into 3 parts as follows:

(1) The introduction is the beginning of each video, showing the logo of the program about 10 seconds.



Figure 4.26 The Introduction or the Beginning of the Video in the Yaeunws Channel

(2) The opening section is a greeting to the audience and is the part that describes the content of each episode briefly before the body section.

(3) The body section is the provision of information and content related to the beauty of an episode: makeup, product reviews, which are presented in sequence or by steps.

(4) The closing section is a video or still image showing the finished makeup based on the theme of each episode, followed by the channel's logo and links to other episodes, including a button for a subscription.



Figure 4.27 The Closing Section in the Yaeunws Channel

From the analysis, every episode of the Yaeunws channel has identical structure, so viewers who regularly watch the channel can know what Yae will talk about in each period. Thus, viewers can choose to watch the desired part without starting to watch from the beginning or wait until the end of the episode, facilitated by the features of the media that enable an immediate link to the desired part.

3) Program Format: The Yaeunws channel has a demonstration-program format with the content on makeup tutorials, hairdressing tutorials, and product reviews. The demonstration can be displayed by Yae alone or by Yae and another guest. Still, the methods and steps are the same or are presented by steps in sequence. Before and during the demonstration, details of the products used in each episode are described until the demonstration is finished. In some episodes, the voice-over demonstration on how to do and the properties of a product is presented. Most of the content in the channel is sponsored or supported, so the presented content is determined by the product. However, in the episodes where Yae does not use any sponsored product, she will show the makeup steps without telling the product's name or may simply tell the product's name without giving the product's features or properties in detail. For instance, she tells what kind of products are used on which part on the face, i.e. in the episode "When Yae Wants to be Pimtha, Will She Survive?" she displays how to draw eyebrows with mascara without mentioning the product's name. Besides, all through the demonstration, no image of the product's logo is displayed either.

In describing the content in each episode, Yae uses a conversational format fluently talking to her guest with clear pronunciation, but with some speaking in a drawl, e.g. “Na ka...”, “OK...,” etc., including in a high and low tone with some sense of humor in some episodes in the program to pronounce clearly. There is the use of dragging sounds “Yes ...” or “Okay ...” — Emotional use of highs and lows. Also, there are some jokes in some episodes.

4.2 Findings of the Interview with the Beauty Gurus

Data was collected from the interview with the following beauty gurus in the beauty channel on YouTube as follows:

1) Peeraya Pomasa or Erk, the owner of the Erk-Erk channel, was interviewed on January 15, 2016.

2) Pimpaka Maneethai or Pim, the owner of the missPimpaka channel, was interviewed on April 18, 2016.

The data collected from the beauty gurus are used for analyzing their communication with the viewers in four main topics as follows:

4.2.1 To understand the general characteristics of the channels through the perspective of the beauty gurus

4.2.2 To understand the origin, nature, and production of the programs

4.2.3 To understand their communication style and interaction with the viewers

4.2.4 To understand the beauty gurus’ expectations and goals for transmitting beauty knowledge on YouTube.

4.2.1 To Understand the General Characteristics of the Channels through the Perspective of the Beauty Gurus

The channels are categorized under a beauty program in the form of teaching, suggestion, product introduction, and self-care. The objective of producing the programs came from the personal interest of the beauty gurus. After the channels became well-known, the goal has been extended to be a medium for sharing good beauty content to the viewers.

Erk said, “At the beginning, I had a need to do video recording for self-watching, so I chose to do what I wanted.”

Pim said, “At first, I intended to create beauty content focusing on what I enjoyed and liked without thinking of the audience. However, once people saw the program, they hoped to use the content from the program”

Programs produced and disseminated through both channels have had an impact on viewers’ perceptions, which causes various effects. The content is mainly disseminated to tell the experiences of the beauty gurus. The accuracy and usefulness of the selected content must be considered.

Erk expressed her feelings towards her program, “The programs produced a focus on the stories from my direct experience in beauty, so each episode is highly paid attention.”

Pim said, “The programs, besides beautiful stories, are also a story of different ways of living, including tourism and lifestyles, but lifestyles are still related to beauty. I believe that it can be beneficial to viewers to present issues relating to a lifestyle in the angles that are useful for viewers in their real life.”

Concerning the program production, although most of the programs are produced without concrete plans like television programs, they still need thinking about the content to be presented in advance. For shooting, it is a simple manual shooting using the equipment available: cameras, tripods, and lights. Videos will be broadcast right away upon completion. However, in the case of Erk, editing steps before broadcasting are needed while Pim will broadcast without editing.

Pim said, “The video will not be edited because some viewers complained that they could not follow the steps. Therefore, I will show the steps from the beginning to the end without any editing at all.”

Erk expressed her understanding of the current YouTube that YouTube is the largest source or collection of video content around the world. Besides, it is also an area to create a livelihood for various circles. For Pim, she described YouTube as a platform for storing and disseminating relatively stable video content, compared with other channels that are currently available.

4.2.2 To Understand the Origin, Nature, and Production of the Programs

Each episode is selectively produced without planning the production steps. However, three factors affect the content in each episode: beauty gurus themselves, viewers, and sponsors. The content mostly focuses on the transmission of their experiences on the use of makeup products or makeup styles according to the episode content. The beauty gurus have no impact on the broadcast timing since they can do any time they want. However for sponsors, not only do they affect the content, but they also influence the timing of broadcasting, depending on the business agreement.

Regarding the information preparation, Erk will search for information before a production to ensure accurate information with references. Thus, in her programs, details of the testified evidence from reliable sources are reported. Once the production of each episode has been completed, the program will be uploaded to YouTube with settings and details as specified by YouTube.

For Pim, she will prepare her content by reviewing the content she wants to communicate, and then check the correctness of information provided and the appropriateness of the language used since the majority of the viewers are the youth. She said, “Whatever we do, we must be responsible for it.”

4.2.3 To Understand Communication Styles and Interaction with the Viewers

For interaction with the viewers in each episode, these two beauty experts use different communication methods. Erk said, “Normally, I seldom communicate with my viewers through YouTube systems as I do not have much time to reply or to respond to their questions or opinions, and I rarely check the ratings.”

Pim interacts with her viewers by providing examples occurring on the program. For instance, when she wants viewers to follow or implement the suggested guidelines, she will often say “I’ll challenge you to try it”, “Who’s ever done this before?”, “Give it a try and send it to me.” Some viewers follow her instructions and return the results of the practice through various contact channels as well. Moreover, she replies to the viewers’ comments regularly by herself. However, in terms of pressing likes or dislikes, the viewing amount does not bother her communication so much. She also

communicates with her viewers through other media, such as Facebook and Instagram, which most viewers tend to use, in combination with YouTube as well.

The exposure to a beauty program certainly yields some impact on viewers in some ways: knowledge, attitude, or behavior.

Pim said, “The viewers acquired knowledge in every video, but the change in attitude and behaviors may occur in some parts.”

Erk said, “Regarding the impact on the audience, I cannot tell specifically what level of impact it is because I have never asked this type of question from them.”

Still, Pim believes that behaviors of viewers nowadays are learned greatly from beauty experts by saying, “In a learning society nowadays, people believe in influencers more than parents or teachers in school. Therefore, in making any content, we have to think a lot.”

Media and technological change is another factor affecting the interaction with the viewers because of its dynamic features, i.e. YouTube Live.

Pim said, “YouTube Live can do like Facebook, and its advantage is when the living of YouTube is finished, it will automatically be saved as a video on YouTube and the search is easier to find than Facebook.”

4.2.4 To Understand the Beauty Gurus’ Expectation and Goals of the Beauty Transmission through YouTube

In the production and dissemination via YouTube, Erk expects that Thai women can learn new knowledge about beauty. Especially, in terms of money spent on beauty, they should have a great awareness and concern for its worthiness and should be smart to buy and use the products wisely.

For Pim, she expects that the content of the programs presented are useful for her audiences to apply in their daily life. Pim said, “I will not convey any message telling them that they should be beautiful like others, but I try to make them understand that everyone can be beautiful in her way.” Moreover, she insisted, “Regardless of what is presented, I am responsible for what is presented.”

Besides, both beauty gurus are proud of the programs they produce and disseminate to their different viewers.

Erk expressed her pride in creating her channel by saying “My credibility led me to be an advertisement presenter of a brand that requires high credibility.”

Pim said, “I had an opportunity to organize a CSR activity on blood donation with my viewers. We can create activities together because I can influence others to do good things.”

4.3 The Findings of the Focus Group Interview with the Viewers

Data of a focus group interview was collected from 30 viewers of beauty programs on YouTube, who were the subscribers of at least 2 of 5 selected channels: 1) Momay with You 2) pearypie 3) ErkErk 4) missPimpaka and 5) Yaeunws. The focus group interview was divided into 3 groups, and each group consists of 10 viewers. The analysis findings based on the goals of the focus group interview are as follows:

4.3.1 To understand the viewers’ usage behaviors on YouTube and their ability to use the devices learned from the beauty programs

4.3.2 To explore the viewers’ image of Thai women’s beauty perceived from the beauty programs on YouTube

4.3.3 To understand the viewers’ exposure to beauty issues transmitted by the beauty gurus on YouTube

4.3.4 To understand the viewers’ thought and their negotiation for learning beauty with the beauty gurus on YouTube.

4.3.1 To Understand the Viewers’ Usage Behaviors on YouTube and their Ability to Use the Devices Learned from the Beauty Programs

4.3.1.1 Viewing Behaviors

The interviewees or participants’ behaviors of viewing beauty programs on YouTube from the focus group interview are found as follows:

1) Group 1

Participants regularly watch beauty programs on YouTube. However, 6 of 10 participants cannot specify the number of views because they expose to YouTube while doing other activities so they allow YouTube to choose a video automatically. While the other 3 participants regularly watch beauty programs on

YouTube and can specify a certain number of times, namely 3-5 days a week during their free time, i.e. traveling by public transportation, sitting and waiting to do other activities, etc. Only one participant does not view the beauty program on YouTube regularly. Only occasionally, they can watch a program continuously for a long time.

2) Group 2

All participants regularly watch beauty programs on YouTube but are unable to specify the exact number of viewing times. Nat gave a reason, “I usually do, I open the YouTube website almost every day, but each day I view different programs. Some days I watch a cooking program, some days I watch drama, and some days I watch everything. Therefore, I do not know how to count my viewing on beauty programs specifically.” Ae added, “When watching YouTube, I never do only one thing, but often turn on YouTube while working. Sometimes, I select some programs intentionally, but sometimes, I don’t so I don’t know how to count.”

3) Group 3

9 participants watch YouTube regularly, stating that they watch the beauty programs on YouTube 3-5 days a week during their free time. Pui, a housewife, can watch YouTube every day but on beauty programs on YouTube 2-3 days a week to waiting for updated programs.

4) Summary

The behaviors of viewing beauty programs on YouTube can be divided into 2 groups: intended regular viewing averaged 3-5 days per week during free time and thus being able to specify the frequency of viewing and intended or unintended regular viewing but being unable to specify the frequency of viewing. The viewing can be continuous during free time or while working or doing some other activities, but mostly by an auto-playing. Consequently, they may view repeated or new content depending on YouTube systems. Sometimes, exposure to a beauty program is unintentional but immediate attention can be paid to particular interesting topics.

4.3.1.2 The Use of Devices for Viewing Beauty Programs on YouTube, including Search Engine, Hyperlink, Playlist, and Auto-Play

1) Group 1

Most of the participants use devices, search engines, and auto-play. A searching system is used when looking for specific content. The auto-play

system of YouTube enhances continual viewing until the end of an episode. One participant uses hyperlink, besides search engines and auto-play. Paeng said, “For website links, they are both internal and external links. For internal links, the channel owners put a link to the program content. For further details, if interested, viewers can click to continue. For external links, most are links from other social media such as Facebook or Instagram.”

2) Group 2

Every participant uses a search engine to find beauty content that they need via YouTube. Other than that, Namtan said, “If you want to search for something you want to know, maybe you do not use it to search only on YouTube, but you can also search from the Google’s search system, which can also display the desired lists from YouTube.”

3) Group 3

Every participant uses a search engine as a basic tool for browsing for YouTube content. Also, sometimes they use hyperlink and auto-play.

4) Summary

The search engine is the main device used to find beauty programs on YouTube. Also, other tools on YouTube are used for extended viewing, e.g. hyperlink and auto-play, but no playlist tool is found.

4.3.1.3 Settings for Watching Beauty Programs on YouTube

Settings for watching beauty programs on YouTube include video quality, speed, and annotation

1) Group 1

Most participants do not adjust the settings for watching beauty programs on YouTube but use them as they are originally settled. Normally, it is the highest value suitable for the viewers’ internet speed. Thus, the video quality will be reduced when the internet speed is not suitable for a high-quality video.

2) Group 2

From the viewing experience of most participants, they have never changed the settings set by YouTube. Jib commented, “I view a program on YouTube as the way it is without changing any settings, but sometimes when watching

via a mobile phone, the video quality is not good or a program cannot be uploaded, then I prefer to turn it off and not to watch it anymore.”

However, Prang commented, “On most mobile devices, it is set to be viewed with mobile internet, not Wi-Fi, so the data-transmission speed is not high, nor suitable for big data like a video. As a consequence, the YouTube system will set its video quality automatically at the low video quality for smooth video playback to compensate for unclear images. Therefore, if it is about beauty, I need a clear and sharp image, so it is not. I’d better not to watch it.”

Furthermore, all participants use no speed settings and annotations when viewing beauty programs, especially for learning the content from the programs.

3) Group 3

Most participants do not make any adjustments to their viewing settings and use the original settings set by YouTube. Only one participant adjusts the video-quality settings based on the equipment used. Lookyee clarified, “When using a mobile phone, I set the video quality at around 480p because on the small screen, sometimes it does not need to have very fine images and it helps not to waste the transmission amount on mobile. However, if using a notebook or bigger devices with strong internet, it will be 720p or higher because it will be more enjoyable to watch.”

4) Conclusion on the settings for watching beauty programs on YouTube

When watching beauty programs, usually the settings set originally by YouTube will not be changed. However, when the video quality is affected, i.e. due to the original quality of the video, or from the speed of the internet, etc., due to the original video quality or the speed of the internet, viewers choose to stop viewing the programs due to their expectation on fine and sharp images in a beauty program with high video quality.

4.3.2 To Explore the Viewers' Image of Thai Women's Beauty Perceived from the Beauty Programs on YouTube

4.3.2.1 Interest in Beauty and Needs for Beauty Information

1) Group 1

Every participant is interested in beauty, based on their three basic needs for beauty information: to make them look better, to socialize with others, and to supplement their work.

2) Group 2

All participants are interested in beauty and have needs for beauty information. Dew and Mind expressed their agreement, "Beauty information is very important, so we know what is the trend today, how to dress, and how to make up suitable for different occasions."

Ae added, "Not only knowing about a beauty trend but also encouraging us that beauty can be created, i.e. on our physical appearances. Besides, when watching beauty programs on YouTube, the programs also present some ideas about beauty, including ways of life that give us more well-rounded beauty. "

3) Group 3

Most of the participants are interested in beauty and need beauty information for use in their daily life to update information about current beauty concepts and to make them updated all the time.

4) Summary

An interest in beauty and needs for beauty information of the viewers are caused by three main reasons: for self-improvement in appearance and life, for career growth or success in work, and for socializing with friends or acquaintances.

4.3.2.2 Opinions on the Beauty of Thai Women in the Past

1) Group 1

Most of the participants agree that the beauty of Thai women in each period is different. In some periods, Thai women preferred a distinctive Thai face, then moved to a preference on the half-blooded look, i.e. American, European, Chinese, Japanese, and Korean. Nevertheless, beauty is valued by a woman's physical appearance, especially the face.

2) Group 2

Participants perceive that Thai women in the past gave importance to physical appearance. Min pinpointed, “When we talk about beauty, it means that we are talking about beautiful people, and beautiful people must have a good figure and good complexion. In the past, the facial structure must express the Thai identity or relatively dark complexion with keen eyes. Such beauty can be witnessed in Thai actresses’ look in the old days.”

3) Group 3

One of the participants perceives that the beauty of Thai women in the past was judged by their looks or physical appearance. However, it is important to know which period or era the beauty is mentioned since in each era, the definition of beauty changes according to social conditions and people’s interpretation. For example, in one era, women put on heavy makeup with dark eyeliners, and swollen hairstyle (called Thong-Kwao style in Thai). They were dressed in floral-design clothes and big high-heel shoes. All the mentioned appearances can be considered as the utmost beauty for that era. Namtan added, “In terms of beauty, it may cover the issue of good manner, considering from some etiquettes for Thai women in the old days, i.e. “A hasty horse” was called a woman with unruly manners, etc. This indicates that such a woman is an ill-mannered woman or is not beautiful. Thus, beauty is not just a matter of physical appearance.”

4) Summary

The beauty of Thai women in the past changed with time. However, the important indicator of beauty in the past a woman’s external or physical appearance: fair and rather dark complexion, a distinctive face, and keen eyes, including having a good manner or polite and humble manner.

4.3.2.3 Sources Influencing the Perception of Thai Women’s Beauty in the Past

1) Group 1

Most participants perceive the concept of beauty through traditional media, i.e. television, newspapers, magazine, etc. On television, the concept of beauty is transmitted through the actresses of TV dramas so there is a saying that someone is pretty like a heroine of TV dramas. Nam said, “When someone says that

this woman is beautiful or that woman is beautiful, he or she always refers to the beauty of an actress, from television, magazines, or newspapers.” Khwan added, “We have been implanted with the concept that a heroine or leading actress of a drama is always beautiful. She must be good-looking with a smooth-skin face and fine hair. All of these images come from television.”

2) Group 2

Most participants perceive the concept of beauty through traditional media, i.e. television, newspapers, magazine, etc. On television, the concept of beauty is transmitted through the actresses of TV dramas. Besides, they perceive the beauty of Thai women from advertisements of beauty products. Namtan noted, “Advertisement should have had high effects on the perception of beauty at a certain level as they keep telling us that we have to be beautiful like this or white like that. Then, people will follow and buy products as advertised. They make us want to be pretty or beautiful like what the advertisements present to the audience.” Besides advertisements, the participants also raise the image of beauty from other sources, i.e. Beauty Contest, etc. Nut said, “We have acquired the concept of beauty from a beauty contest, which can still be seen nowadays with even higher frequencies. When we watch a contest, we will ask who is beautiful, who should deserve a crown, how beautiful she is, why this woman wins or loses, etc. While watching, we can tell at that moment that the beauty must be this pageant.”

Besides traditional media, participants also acknowledge the image of beauty from personal media, e.g. people working together in the same circle, etc. Mind and Dew gave an opinion, “When we go to work, our friends will have different ways of dressing and makeups or have new cosmetics, a new style of makeup, creation of new beauty, etc. We thus have an opportunity to exchange our concepts of the beauty of singers or pretties, but may not cover the beauty of all Thai women.”

3) Group 3

Most participants express their idea in the same direction that in the past, we could perceive the concept of beauty from media and people surrounding them. Among them, television is the most influential media since it is audio and visual media with movements, unlike newspapers or magazines, in which we can see only the style or fashions of dressing without seeing a person’s body movement. While

surrounding people can be only a mediator to transmit information but cannot specify all the beauty they see to other people in detail. Ueng said, “People around me are not a fashionable type or like to make up, but they keep telling me about beauty-related issues, i.e. a new kind of lipsticks that can make our mouth look shining and fleshy. I have to use my imagination from what I am told since I have seen no image myself. Thus, the image of Thai women’s beauty from people around may not be complete yet.”

4) Summary

The perception of Thai women’s beauty in the past was influenced mainly by television since it showed both physical appearance and manner of women representing the image of beauty. Especially, the belief that a leading actress of TV dramas had to be good looking with fine complexion, well-balanced facial structure, slim figure, good and polite manner. Especially, newspapers and magazines could create the image of beauty on parts of physical appearance only while personal media could create a partial image of beauty, requiring additional imagination of listeners from the narration of such personal media.

4.3.2.4 Opinions on Thai Women’s Beauty at Present

1) Group 1

2 participants express their ideas that Thai women nowadays focus on physical appearance or external image so most women wear heavy makeup almost all the time. Rat remarked, “A lot of women will say that they can’t leave home without wearing makeup. I also concern about my physical look.” Khwan added, “The image with some makeup can enhance our self-confidence and is the reason why we have it on regularly.”

Another 4 participants add that women’s beauty does not cover only physical or external look but also their behaviors and expression. In other words, a beautiful Thai woman must have a good look and a good manner. Joom stated, “The beauty of Thai women nowadays is not different from that of the past. Thai women must be beautiful in all aspects: face, manner, and speech. To know a woman, we can’t know her as a still picture but as someone who can move and interact with others.”

The other 4 participants agree that the beauty of a woman does not consist of only physical appearance components but also thinking process and knowledge components. Mim said, “Each woman has a different beauty. However, we

can see if a woman is beautiful or not by looking at her intelligence, thought, and expressions reflecting her credible and respectful knowledge. I feel this kind of beauty as the beauty of Thai women or so-called smart women.”

2) Group 2

Most participants define the image of Thai women nowadays by three components: physical appearance, manner, and intelligence. When a woman composes of these three components, she can be called a completely beautiful woman. A beautiful face does not mean a face like someone, but a face that is well-balanced or not so big or so thin with a bright look. A beautiful face is not limited to only an oval-shaped face but depends on the beauty foundation of each person. Beautiful manners mean proper behaviors and expressions, and intelligence means to use wisdom in thinking and scrutinizing something properly or to think and act properly by concerning oneself and society in a well-rounded way.

Some participants give importance to the definition of Thai women’s beauty by giving remarks that each woman can have a different beauty. Ning concluded, “We may perceive a woman to be beautiful while the other person may not perceive that she’s beautiful. Thus, our standard of perceiving beauty may not be the same.”

3) Group 3

A group of participants perceives the beauty of Thai women nowadays as an image that everyone can adjust by makeup. Likewise, the dressing can also be adjusted to suit each person. Wai stated, “Thai women’s face and dressing changes all the time. In some periods, heavy makeups were popular while in other periods they were not. Nowadays, people focus on young, innocent, and natural look like Koreans and we can make up or dress up like that to get such an image.” Lookyee inserted, “The beauty of Thai women at present should be valued by their brain, and should not be limited to her face because a person’s physical appearance is just a component that cannot tell if such a person is likable or not.”

Another group of the participants views that to consider the beauty of Thai women nowadays has to combine the concept of beauty with the attitude or inner thought. External beauty is the first criterion for judging a woman’s beauty, but the overall judgment needs to see that woman’s attitude and inner thought in

parallel. Ueng said, “If we want to judge what kind of beauty Thai women have, we have to look first at her physical appearance. Is her complexion fair and smooth? Is her face symmetrical? Does her hair look neat and tidy? All of these appearances are the first impression to attract us to talk to her and to know more about her identity or real self.”

Moreover, the participants jointly consider and summarize the beauty of Thai women nowadays to consist of two main parts: physical appearance and attitude or inner thought. The beauty of physical appearance is judged from a woman’s face, complexion, figure, and hairstyle. A face must look bright, natural, and healthy with rosy cheeks. A mouth must not look pale or dark like being sick. A figure must be lean, not too fat or too thin, no matter she is short or tall. The hair must look neat and tidy. The color and length of hair are not important for judging a woman’s beauty but the proper hairstyle to suit a woman’s character is a more important criterion. The attitude and inner thought is the component that helps to see the dynamism of beauty. Thai women should have a positive attitude towards surrounding things properly. She also should have analytical thinking and reasonable judgment. These qualifications enhance the beauty of Thai women nowadays.

The reason why the participants do not conclude the specific characteristics of Thai women’s beauty was explained by Mook, “In the past, Thai women were determined to have beautiful eyes like this, eyebrows like that, or lips like those. Now, fashions go so fast. Everything on our face can be modified by makeups or by surgery. Most people learn more about how to change their look easily and rapidly so the definite determination of beauty is disappearing. Instead, we should consider how to adapt our beauty suitable for ourselves.”

4) Summary

The most component of the beauty of Thai women nowadays is their physical appearance, as witnessed on YouTube programs or on general Thai women in our society who like to change their look: face, complexion, figure, and hairstyle, to be more attractive and appealing.

They will focus on a clean and smooth face without wrinkles but have less concern about the color of their complexion. Their hairstyle must match

with their face and personality. Their face is colored to avoid looking pale or sick. Their figure must be lean no matter they are short or tall. All of these reflect perfect health.

Concerning attitude and inner thought, Thai women should have a positive attitude towards issues, people, or situations, which consequently affects their analytical thinking ability, and enables them to judge things rationally, not emotionally, including encouraging them to live in a society with consciousness.

4.3.2.5 Sources Influencing the Perception of Thai Women's Beauty

Nowadays

1) Group 1

The participants perceive Thai women's beauty nowadays from various media: television, newspaper, magazines, and social or online media, i.e. Facebook, Instagram, YouTube, etc., especially through beauty programs on social media. Joom pointed, "Social media is like a hub of beauty information, from which information can be searched much more easily than television. Therefore, we will always know something from social media before any other media."

Khwan added, "For beauty directly, we have to give credits to beauty gurus on YouTube. All information on beauty is received from them directly."

2) Group 2

The participants also acknowledge the image of Thai women's beauty from various media: television, newspaper, magazines, personal media, and social media. Especially, they give high importance to social media since it can be accessed easily. YouTube is the kind of social media the participants specify as the most important source of beauty information. Besides being a source of information, YouTube is also a sphere in which facilitates learning towards self-development. Significantly, it is the major source of a variety of personal media or namely, it provides a collection of beauty gurus broadcast on YouTube.

3) Group 3

Most participants perceive the image of Thai women's beauty nowadays from social media the most, followed by television and personal media. However, no participants mention magazines or newspapers as their sources. For social media, they expose to social media regularly, especially to YouTube, in which there is a lot of beauty-program production. Besides, each beauty guru has a different

presentation on beauty. Each of them performs as a prototype and transmits the beauty knowledge from her perspective. Accordingly, the concepts and images of Thai women's beauty are determined and perceived from different points of view.

4) Summary

Social media plays more roles in creating the image of Thai women's beauty nowadays than traditional media due to its accessibility, easy searching, and a variety of beauty information, including a variety of beauty gurus. Especially, YouTube is the source of collecting a huge amount of beauty-related information. Moreover, due to its characteristics and its format of information presentation, it helps to lead to an understanding and a clear image of beauty more clearly.

4.3.2.6 The Effects of the Exposure to Beauty Programs on YouTube on the Perception of Thai Women's Beauty Nowadays

1) Group 1

Most participants view that the beauty programs on YouTube make the perception of Thai women's beauty change from the past. In the past, the concept of beauty was perceived by only a media at the cognitive or at the knowledge level, not at a behavioral level. However, after the dissemination of several beauty programs on YouTube, the effect has not been at the cognitive level, but at the behavioral level as well. Khwan said, "In the past, when we see some beautiful actresses, we wanted to be beautiful like them, but it's so difficult. We didn't know how to do it. However, now YouTube does not only present the concept of beauty for us to know but also teaches us how to be beautiful like that."

On the other hand, some participants point out that the beauty programs on YouTube play a role in providing additional information from the mainstream media by clarifying the image from such media. For instance, from a makeup style of one actress in a TV drama, the beauty guru decodes the makeup process and transfers the lesson-learned to be broadcast on YouTube, etc.

2) Group 2

Most participants see that the beauty programs on YouTube provide more in-depth information on beauty than other media. This indicates that most women nowadays can change themselves to be more beautiful. Prang stated, "At

present, people are good at makeup and depend on surgery increasingly. Why? Because they know this from YouTube. In the past, we seldom saw so many beauty tutorials or surgeries like now.”

Moreover, a group of participants views that the beauty programs on YouTube cause changes in the beauty-related values of Thai women. Thai women perceive the use of cosmetics, makeup, and surgery as a normal practice. Dew gave a reason, “YouTube lets us feel that we cannot leave home with a make-up free or bare face. Make-Up helps us to feel more confident. Previously, I never felt that way until I frequently expose to YouTube. It encourages our sociability.”

3) Group 3

The participants express their opinions that YouTube is a sphere of a collection of a variety of information sources and beauty information. Therefore, to expose to any program, it needs to scrutinize the exposed beauty information and consider which type of beauty is suitable for us and suits our use. It is common that amidst a huge amount of information, viewers have to select, analyze, synthesize, and evaluate the perceived information to achieve the beauty of their type and at last the beauty that can be applied practically. Lookyee added, “I follow several beauty gurus. When I want to know something, I will search for information from many videos, not just one nor follow all. Instead, I will choose one method from several gurus and practice in my style or to create a beauty that suits for me. Thus, it is not just to view any video and then follow it instantly.”

4) Summary

The effects of the exposure to the beauty programs on YouTube on the perception of Thai women’s beauty nowadays emphasize the beauty of makeups and surgery. Mostly, the programs will elaborate on the knowledge disseminated from the mainstream media by lessons learned and reinstate to the viewers. On the other hand, due to a huge amount of online beauty information, it leads viewers towards more skills in analytical thinking and in synthesizing the learned skills from the demonstration and explanation of beauty gurus.

4.3.3 To Understand the Viewers' Exposure to Beauty Issues Transmitted by the Beauty Gurus on YouTube

4.3.3.1 The Selection of Beauty Programs on YouTube

1) Group 1

All participants select beauty programs on YouTube without concerning about who a beauty guru of a program is. Instead, they select a program based on mainly the content they need. In general, they select to follow any beauty program in two ways. 7 of 10 participants will follow any program after viewing it for at least 5-8 episodes before subscribing to it. When they want to expose to any beauty content, they will start with their subscribed channel or programs first. Fai said, "At first, I started to view several episodes. If I felt that all episodes responded to my needs, then I followed. If I liked some of them and disliked some, then I would follow for a while. Sometimes, some reminders are annoying and I don't want them to fill up my YouTube."

Another 3 participants follow the programs after viewing only once or one episode with the reason that to subscribe to any program does not affect their normal program selection. Besides, if the channel has any interesting video, it will remind them instantly or very rapidly.

2) Group 2

The participants have two ways in selecting to follow beauty programs on YouTube: the selection from their subscribed programs and the selection from other channels or programs.

The selection from the subscribed programs will be viewed mainly from the latest added program without concerning about the broadcast content because they want to expose to information provided by a certain beauty guru. Besides, they have a fundamental understanding of the presentation format, a rough description of the program considering basically from the title, thumbnail, etc., especially if a program follows the old or predictable format of the earlier programs. For this kind of selection, viewers often view the program from the beginning until the end and may view it repeatedly when they want information for some subsequent practices.

Regarding the selection from other channels, viewers select a program based on their needs on content, in combination with their consideration of the

title, thumbnail, and description provided. Most viewers will follow the first 10 programs displayed on the search page. After viewing it for approximately 10 seconds, they will decide if they want to continue or change to other channels or programs. If they feel hesitant, they will slide to see other parts of an episode and then start to view it all over again if it contains the needed content.

3) Group 3

The participants select the beauty programs on YouTube by considering the beauty guru of the subscribed program as the priority, followed by the well-known beauty gurus of the unsubscribed programs, and other unknown beauty gurus of the unsubscribed programs respectively. The reason for exposing to the beauty gurus with whom viewers are familiar is that they get accustomed to the presentation format of such gurus, i.e. the sequence of content, the beauty guru's conversational or communication style, the use of shot sizes and camera angles, etc., so they have no need to make a new understanding. In other words, it is like the common agreement between beauty gurus and their subscribed viewers. Kay said, "It's easy to follow a channel that we have already subscribed to. We can know what they will say or at which part or at which episode. We can skip unneeded content or part by setting specific time or we will know how many seconds or minutes we will take to skip to the part we want to view, without viewing it all through the episode. Otherwise, we can casually view it without missing the important content of each episode."

4) Summary

The selection of beauty programs on YouTube can be divided into two ways: the selection from the subscribed programs and unsubscribed programs.

(1) The selection from the unsubscribed programs is to select a program based on the needs of content that can be considered from some appearing components. Viewers may view the first 10 related programs and view each program for at least 10 seconds before deciding if they want to continue or change to other programs. In case of any hesitation, they will skip seeing the content periodically. If the content appears to respond to their needs, they will view it repeatedly.

(2) The selection from the subscribed programs is to follow from a search list or YouTube searches mainly, which will be in two ways:

a) By selecting from YouTube searches. Normally, the appearance of a search list is the top-rank subscribed programs so viewers choose to expose to those subscribed programs as their priority.

b) By selecting from the notifications of the subscribed programs. The notifications of new episodes or programs enable viewers to know updated episodes or programs and viewers can instantly select to view them.

Most viewers select to view beauty programs from the subscribed ones due to their familiarity with the presentation format, presentation timing, communication methods, and the familiarity with beauty gurus.

Therefore, their selection to follow any program affects their exposure to such a program in the future. Especially, some participants choose to follow a program after viewing only one episode while some require viewing of 3-5 episodes to get familiar with the programs before deciding to follow them.

4.3.3.2 The Use of Devices for Playing a Video in Viewing the Beauty Programs on YouTube

1) Group 1

Most participants use devices for playing a video only on the parts of “play, timer, volume, and full screen.” The function they use the most is the “timer.” When they move a mouse to the timer part, a display of the time frame will be displayed together with the image showing the content at that particular time.

2) Group 2

Most participants use devices for playing a video only on the parts of “play, timer, volume, and full screen,” with an emphasis on the use of timer since it helps them to the desired time of the needed episode easily. Some participants also use “setting” for video quality, ranging from 144 p to 1,080p. There are two main types of setting: a setting at moderate video quality or around 360-480p to be able to download a video with quicker results in case of low- speed internet and a setting at high video quality or around 720p (HD) to 1,080p (HD) in case of high-speed internet. However, low video quality or around 144p-240p is not selected because it gives unclear images and viewers feel uncomfortable with too blurred images.

3) Group 3

The participants use devices for playing a video on the part of timer the most while using other unnecessary functions occasionally. The timer function helps to forward or backward a video since a program sometimes is viewed while viewers are doing something else so no concentration is focused until they overhear some needed content. Then, the timer function is used to trace back to the point they want to view or hear again. Especially, for a demonstration program or product review, the timer function will be used to get back to the point viewers want to view repeatedly until they are satisfied. For the play and stop button, it seems to be unnecessary because YouTube designs its function to allow viewers to click on any part of the screen or to press the spacebar at the keyboard instead of moving a mouse to the point where the button is. This facilitates more convenience for users.

Besides, there is a supplementary function for adjusting the speed to be quicker or slower like slow motion, which helps viewers to catch up with the editing of the images or content that is done so quickly.

4) Summary

The device or function for playing a video on YouTube that is used the most is the timer, which helps to control the viewing in the way that viewers can select the time they want to view. Besides, they can use it for a preview. The next used function is video quality control, which is divided into the level of HD (720p-1,080p) and the level of SD (360p-480p). The adjustment of video quality depends on the speed of the used internet. If the speed of the internet can carry the loading capacity at 144p-240p, viewers will choose to shut down their viewing since such low quality is not accordant with the content they want to view. Besides, viewers can learn how to adjust the speed level of a video to serve their learning or practices. In case that viewers cannot catch up with the instruction or demonstration process, they can make the speed slower so that they can review and practice along with the demonstration timely.

4.3.3.3 The Reception of the Beauty Message through Program Components

The program components mean illustration space, title, thumbnail, specified description, and responses of viewers in the forms of numbers of views and ratings.

1) Group 1

The participants give high importance to the title, thumbnail, and specified description more than other components since the title and thumbnail help them to know what kind of content an episode contains: product review, makeup or hairdressing tutorials, or conversation. Once they can anticipate the content, they will be prepared for the proper reception of such a message. For example, for a makeup tutorial, the format is in the form of demonstration with a description of cosmetics and tools used, a sequence of a makeup process, or a review of one or more than one product. All of these sequences are patterned, starting from specifying the name of the product, displaying the product, describing its properties and qualities, etc.

However, the program components on the part of responses of viewers, i.e. the number of views and ratings, do not affect the participants' reception of beauty message if they come from the regular subscribed programs since they follow the programs because of the beauty gurus of such programs. However, for the unsubscribed programs, the number of views and ratings of the prior viewers is a factor affecting the participants' decision to follow a program or not since they view that these two components can guarantee if the given beauty information from the programs is useful for viewers or not. The usefulness of the content leads to a large amount of viewers and high positive ratings.

2) Group 2

The participants view that the title, thumbnail, and specified description are the components that tell what kind of content an episode is about. Especially, the title can specify the type of content clearly while the thumbnail illustrates the content following the title of the episode. For instance, the title is called, "Makeup in Chompoo's Style," the thumbnail will display an image of makeup by the concept introduced in the title, with or without details given. Thus, viewers can decode the meaning of the episode from the title and the thumbnail that it focuses on a makeup tutorial. Besides, viewers can tell what the final look, after a makeup, will be.

3) Group 3

The participants indicate that these components do not only play a role in providing a hint of what kind of content an episode will contain, but they also help viewers to know what style and trend of makeup during that period is. Pen

pinpointed, “When we follow many programs, especially during the period in which many beauty gurus update or upload their clips, we will get almost the same content. If new cosmetics are reviewed, then all programs will review the same products since they receive the product simultaneously. If it’s a new style of makeup, then all programs present this new style in the same direction. For example, when Chompoo walked on a red carpet, many beauty gurus taught how to make up for walking on a red carpet. This helps us to know what is popular or hit each time.”

4) Summary

The important components of each program that affect the viewers’ reception of beauty messages are the title, thumbnail, and description. All of these components help viewers to know what type and what kind of content a program or episode is and contains, including anticipating the pattern and format of each guru’s presentation. (especially in case they used to expose to or follow it before). This affects their decision to view or follow a program and how to view each program. On part of viewers’ enumerative responses, i.e. the number of views and ratings, they lead to viewers’ perception of the popularity of a program and the guaranteed quality indicator. However, in the case of a regular subscribed program, viewers do not pay attention to these components due to their prior acceptance of the program content.

Besides, these components can also help viewers to analyze the style and trend of beauty, including new products, in each period, as witnessed by the simultaneous presentation of the same content by several beauty gurus at the same time.

4.3.3.4 The Reception of Beauty Message through Images and Content of the Programs

1) Group 1

Most participants receive beauty messages via images and content appearing in the beauty programs on YouTube. Mostly, viewers receive beauty messages affecting their affective and psychomotor domains. The beauty message does not affect their cognitive domain so much since most viewers have some prior knowledge before exposing to a beauty program. Normally, they choose to view a beauty program for following their idol or prototype. Khwan said, “We view a beauty program because we want to follow it. The images displaying in a video help us to see some angles more clearly of what we have to do. For example, we don’t know how to

put on eyelashes properly. After seeing some demonstrations, we can follow and do it more easily.” Mim added, “It helps us to have a feeling that makeup is not a complicated issue anymore.”

Additionally, the content of a beauty program can partly create a positive attitude towards beauty. Rat and Oh said, “When we watch a beauty program, i.e. a makeup tutorial or product reviews, we feel that beauty is possible for us. It can be created. We just have to know what to do and from what we learn from a program or its content and video, it encourages us that we can do it.”

2) Group 2

The participants of this group divide their reception of beauty messages into two parts: the reception of beauty messages from the content and the images.

The reception of beauty messages from the content affects the participants’ cognitive domain by increasing their existing knowledge. Meen stated, “First of all, the content of a program let us know that this kind of beauty exists. We may not know some beauty issues or know only parts of them so the given content lets us know more. Next, the content helps us to understand the process or steps of makeup or hairdressing, including knowing types of products, service, and their usage.” The consequent effect is on a psychomotor or behavioral domain. Ning noted, “The content we learn can be usable. Sometimes, it arouses us to follow it or persuades us to choose to do things that we can do, not all of them. Of course, we can know how we can do it but whether we want to do it or when we will do it is another issue.”

The reception of beauty messages from the images affects the participants’ cognitive and affective domain greatly. Especially, the effect of makeup or hairdressing tutorials on learners’ cognitive domain is very apparent because the images from different camera angles can display the details of the process. It makes a follow along with the model very simple. Mind stated, “Sometimes when I watch our guru’s video, it is easier for me to follow than to read a book or to have someone tell me what to do. I can see clearly what a guru does. In some situations, when we watch a video without any soundtrack or with some disturbing noise, we still can follow from the images we see in a video. However, the limitation is if a camera angle does not

work, the images will come out badly, but now images are cool by excellent camera angles so we can follow it very easily.”

Besides the effect on the cognitive domain, good images can positively affect attitude towards beauty. Good images here mean the quality of sharpness, different camera angles, and their properness for the presented content. To illustrate some examples, good images mean the image of a product shot by a proper camera angle to yield a clear illustration of the product, the image of makeup on a particular part, i.e. to color the eyes, using a close-up shot size, etc. Pop said, “Sharp or clear images help difficult things to be easy things. We may think that some parts of makeup are difficult tasks, i.e. to line eyes or to use eyeliners. However, once we watch a guru do it, we can feel that it is not that difficult.” Ae added, “We cannot see details of many products on TV advertisements or magazines, but on YouTube, all their details can be displayed very closely and clearly, especially some gurus will let us see them from many angles or perspectives, i.e. they display both actual packaging and product substance with an illustration of a test on real skin, etc. Or another example is the display of a lipstick. We can see the case, the shape, up to lipstick quality before and after applying it on the lips. These clear images enhance good feelings towards the displayed products easily.”

3) Group 3

The participants receive the beauty message via images and content of the programs with effects in three domains: cognitive, affective, and psychomotor, depending on the viewing selection process at that time. The effect on the psychomotor domain is witnessed from the participants’ selection of viewing a program aimed to be able to practice or follow the instruction of the beauty gurus, i.e. in makeups or in choosing products, etc. However, if it is an unintentional viewing with no goal of following or practices. The exposure may be just casual or by the habit or because of a beauty guru. The goal is to increase some knowledge and information. This kind of exposure will lead to an effect on the cognitive domain.

On the other hand, the effect on the affective domain can be both positive and negative. For instance, for a makeup tutorial, if viewers cannot follow the instructions or find that the content is not suitable for them, the subsequent attitude will be negative. Another example is in case that some information may contradict

one's understanding or knowledge. To illustrate this, surgery may be perceived as positive or negative, probably because of viewers' predisposition. However, most participants view that although attitude can be both positive and negative, the general attitude towards women's beauty tends to be more positive than negative since the viewing of the beauty programs let viewers see changes of women in a more positive way.

Fang said, "In general, I think that beauty programs on YouTube induce women to create their beauty increasingly. The image portrayed leads to a feeling that we can be changed in a better way. The content makes us realize and understand the concept of beauty and use it in a more valuable way.

Mook added, "Many parts of the content convey good ideas of creating women's beauty effectively. It is not just an expensive makeup or the use of luxurious cosmetics, but is a creation of one's own beauty in one's type."

4) Summary

The reception of beauty messages through images and content of the programs has a high effect on viewers' cognitive domain. After viewing, knowledge occurs and the gained knowledge is the effect on the cognitive domain. Besides, the images of the programs are also major parts enable the effect on cognitive domain to be developed to be the effect on psychomotor domain through positive imitation behaviors while affective domain is affected from the reception of beauty message through images and content of the program in increasing more positive attitude since people tend to expose to any program that accords with their existing attitude or predispositions.

4.3.3.5 The Reception of Beauty Messages through Beauty Gurus.

1) Group 1

The participants accept the beauty gurus whose programs they select to view and admit that they are influential. Beauty gurus must create an image that can assure viewers that they have deep knowledge about beauty issues. From the studies, the five selected beauty gurus derive their source credibility on beauty in a different way.

(1) Momay is a singer and an actress who has beauty competence, as witnessed in many TV programs and other media. The reception of

beauty messages from Momay ensures that the knowledge of beauty is based on apparent examples.

(2) Pearypie has a background as a world-class makeup professional; thus, her performance can guarantee the content she transmits to her viewers.

(3) ErkErk and Auntie Pim is a beauty guru who gives a feeling of proximity with viewers through her realistic practice. She is not a beauty guru originated from her celebrity; thus, her source credibility comes from the concept of beauty that general people can do realistically.

(4) Yae or Ying Yae is a beauty guru, well known for her surgical history. She is knowledgeable and skillful in beauty: both makeup and dressing. Being a cheerful and friendly person, it makes viewers able to access her easily and to receive her transmitted message easily too.

2) Group 2

The participants receive beauty messages from beauty gurus by paying attention to the sequence of the content transmitted to them on YouTube. Jib stated, “Each guru has her sequence of content rather distinctively. It is like her signature that followers can recognize instantly.” Namtan added, “The ordering of content is very important. If it is presented in a disordered way, it’s hard for viewers to understand. For instance, on the part of makeup, if the content skips the foundation stage to apply lipsticks or to eye-lining, then viewers must be confused.”

3) Group 3

Most participants receive beauty messages from beauty gurus by dividing into the reception of beauty messages through the beauty gurus’ image and their transmission of content sequence.

Beauty gurus’ image is a part conveyed in the message. Ben remarked, “When we look at the beauty, it depends on how beauty gurus let us perceive what beauty is or whether beauty can be genuinely improved or developed. A woman may not necessarily be beautiful by birth, but a beauty guru must make her see that she can be beautiful.” Wai inserted, “The guru’s face is a part of the content. When we watch a guru do makeup, she uses her face as a piece of canvas drawing an image for us.”

The transmission of content in a well-organized order makes it much easier to understand. Pui said, “Makeups or hairdressing is sequential. If a beauty guru aims to teach someone to be able to do it, she must process her message in an orderly sequence.” On the other hand, Ueng said, “Actually, it is not a matter of sequences but how to organize communication. None ever determines if coloring the eyes or the lips comes first. A beauty guru may switch between these two steps but if she can tell and transmit her steps to make her viewers understand them in an orderly way, viewers should understand her message better.”

4) Summary

The reception of beauty messages transmitted by beauty gurus comprises three major factors. The first factor is the source credibility of a beauty guru, which reflects an image of the content appearing in the program and the role of a beauty guru as an influencer in persuading viewers to accept and comply with what is transmitted to change towards a better image of beauty. The second factor is the organization of content transmitted by a beauty guru. Each guru is unique in his or her way of presentation. It is like a common agreement or understanding between a beauty guru and his or her viewers. The last factor is the narration style or method leading to an understanding. In spite of changing the traditional sequences, a beauty guru can communicate through her ways to ensure the effective transmission of beauty messages.

4.3.4 To Understand the Viewers’ Thought and their Negotiation for Learning Beauty with the Beauty Gurus on YouTube

4.3.4.1 Communication with Beauty Gurus

1) Group 1

Most participants communicate with beauty gurus on YouTube and through other social media, e.g. Facebook, Instagram, etc. For communication on YouTube, most of the communication is one-way communication in which a beauty guru, as a content producer, transmits her content to be broadcast on YouTube. For viewers, in spite of having a space or sphere for comments and ratings, they play a passive role in receiving a transmitted message from beauty gurus. Mim said, “Each time I watch a video, I never expect that a guru will respond or communicate with me. Sometimes, I gave some comments but I got no response. Therefore, it seems like a

guru transmits a video for us to see but does not expect to communicate with the viewers.” Nam inserted, “We can never know if a guru is interested in responding to our text or if she reads it. Therefore, in spite of our comments or opinions, they will disappear. It is like we send the message to the guru and the guru only broadcasts the content to us as well.”

2) Group 2

All participants have a one-way communication and play a role of receivers only.

They receive beauty messages from beauty gurus but do not pay attention to the response back from such gurus. Nat said, “I watch the program because I want to learn about beauty, rather than to communicate with someone.”

Most participants try to have two-way communication with the beauty gurus by giving their comments or opinions on the episodes they view after the reception of beauty messages transmitted by the gurus.

3) Group 3

Most participants have a one-way communication and play a role of receivers only. They receive beauty messages from beauty gurus but do not pay attention to the response back from such gurus. Some groups of participants select to communicate with the gurus via other social media, i.e. Facebook, etc. because the beauty gurus seem to respond to viewers’ comments in those social media more than on YouTube.

4) Summary

YouTube is used by beauty gurus to broadcast their produced videos but viewers do not expect to use YouTube as a communication channel with the gurus. The communication between beauty gurus and their viewers takes place in other social media instead.

4.3.4.2 Opinions on the Content Selection of Beauty Gurus

1) Group 1

Most participants perceive that beauty gurus select the content based on the needs of viewers as the priority. This is concluded from the analysis of the popularity of each episode. The other factor of content selection is beauty gurus’ interest. Still, most of the content broadcast on YouTube tend to be popular content in

each period and thus, this makes the content look interesting. Ann said, “I think it should come from viewers’ request of what they want to view because from the viewing experience, sometimes the gurus will say something like ... from what being requested...” Joom added, “The content they selected should have come from the popular style or pattern at that time, i.e. when Chompoo went to Cannes, everybody taught about how to make up like Chompoo.”

2) Group 2

Most participants perceive that beauty gurus select their content mainly from their interest but they may combine with the interest of viewers. If a beauty guru does not emphasize what he or she is good at, it might be the style or pattern he or she is not so confident and it might yield a large number of mistakes. Thus, the selection must primarily base on beauty guru’s interest and expertise.

3) Group 3

Most participants view that three factors affect the selection of beauty content of beauty gurus: the gurus’ interest and expertise, viewers’ interest reflected through various communication channels, and trends or popularity of the content at a certain time. The first factor can be considered as the most essential factor to ensure a smooth program operation. To select the content suitable for one’s ways should be the most appropriate criteria.

4) Summary

The participants believe that the content selected by beauty gurus for their program production and broadcasting on YouTube bases mainly on their interest since beauty-related content requires personal aptitude. If the selected content is beyond a guru’s aptitude or expertise, it may cause a lot of mistakes. On the other hand, they have to concern about the interest of the viewers or about the popular topics at a particular time as well.

4.3.4.3 Opinions on Viewers’ Responses towards the Beauty Gurus Program

1) Group 1

Most participants view that on parts of comments, beauty gurus seldom respond or communicate with their viewers on the comments they receive. Partly, it may be because each beauty guru has a high frequency of broadcasting while

responses of each episode received from viewers are enormous, in combination with other missions each guru has to perform. Therefore, beauty gurus cannot respond to their viewers in the comments area as wished.

2) Group 2

Most participants view that beauty gurus do not respond to their comments directly through the designated channel. Instead, beauty gurus' responses are in the form of generalized communication, which is communicated informally in the programs by referring to some comments received. Dew commented, "I often heard something like this....many viewers told that...or some friends told me that....Beauty gurus like to communicate in this way." Still, some participants think that to refer to some viewers' comments in a program can make viewers feel that their comments are important for those beauty gurus.

3) Group 3

Most participants perceive very few appearances of beauty gurus' responses back to viewers' comments on YouTube. Instead, the gurus' responses rather appear in other media. Lookyee said, "Mostly, beauty gurus like to comment on their Facebook. Very few comments appear on YouTube. Very few beauty gurus give their responses on YouTube, except Auntie Pim."

4) Summary

Beauty gurus' responses to viewers' comments do not appear in the comments area on YouTube. Partly, it is because these gurus use other social media in parallel to their broadcast programs on YouTube. Besides, it may be caused by their occupied missions that obstruct their communication in the comments space on YouTube.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATION

The research entitled, “Innovative Communication for Learning Beauty on YouTube,” uses qualitative research by content analysis of 5 beauty programs on YouTube, in-depth interviews with the beauty program owners on YouTube, and focus group interviews with viewers of beauty programs on YouTube. The objectives of the research are as follows:

- 1) To explore the roles of beauty programs on YouTube in affecting the viewers’ perception of Thai women’s beauty nowadays through their learning.
- 2) To examine the reception of the message of viewers for learning the beauty of beauty gurus on YouTube.
- 3) To study the negotiation on the learning of beauty content with beauty gurus on YouTube.

5.1 Research Summary

5.1.1 The Roles of Beauty Programs on YouTube in Affecting the Viewers’ Perception of Thai Women’s Beauty Nowadays through their Learning

5.1.1.1 The Image of Thai Women’s Beauty Nowadays through the Viewers’ Learning from Beauty Programs on YouTube

1) The viewers of beauty programs on YouTube learn the following from the beauty programs on YouTube:

- (1) A makeup process by steps: nourishment, foundation, the coloring on eyes, eyebrows, and cheeks, and lipstick wearing. In each step, some parts may be added, reduced, or switched.

(2) Beauty-product information: the knowledge on each type of product, proper usage of each kind of product, and the results of the product usage. However, it may not cover all usage steps.

(3) Scrutinizing and decision-making on beauty: Advice for arousing awareness of a product's value, or good value for money, and analytical thinking on the proper application of the product learned from a program, including recommendations on the substitute products and the selection of products and makeups suitable for each situation.

(4) Trends of beauty: Information learned and analyzed from the simultaneous presentation of several beauty gurus in each period.

2) The image of Thai women's beauty reflected in the beauty programs can be divided into two parts:

(1) Physical appearance or what can be perceived from seeing. For instance, Thai women's beauty nowadays focuses on smooth complexion without any wrinkles or defects by being concealed by foundation and concealer products, eyebrows with distinctive color drawn either in curving or straight line, light- or heavy-shaded colored eyes suitable for an occasion, natural-red cheeks, no pale or discolored lips, proper hairdressing with each person's personality, and a well-balanced figure. Besides, from the presentation of the beauty programs, it emphasizes Thai women's beauty that can be created by makeup and surgery.

(2) Attitude and intellectual ability or an internal factor used to judge Thai women's beauty Nowadays. Namely, a beautiful Thai woman must have a positive attitude towards surrounding things and can use their wisdom for scrutinizing and analyzing the use of any product rationally.

5.1.1.2 The Factors Affecting the Perception of Thai Women's beauty through the Viewers' Learning from Beauty Programs on YouTube

1) The perception of Thai women's beauty through the viewers' learning from the beauty program on YouTube is determined by three main factors: beauty gurus who are owners of a beauty channel, sponsors or product owners, and viewers, depending on knowledge and skills of each beauty guru.

2) The perception of Thai women's beauty is affected by the selection of viewers' exposure to a program since each viewer has different behaviors, a different attitude towards the content and beauty gurus, and different ways of application. Accordingly, the beauty of Thai women is perceived differently by different viewers.

5.1.2 The Reception of the Message of Viewers for Learning the Beauty of Beauty Gurus on YouTube

5.1.2.1 The Patterns of Transmitting Beauty Messages to Viewers of Beauty Programs on YouTube

Each beauty guru transmits her beauty message to the viewers with a different focus as follows:

1) A specified goal of the program. Each beauty guru will consider what type of topics and goals she wants to communicate to her viewers

2) Specified activities of the program. Each beauty guru will choose the format of communication responding to the intended communication goals: to create knowledge and understanding, to develop or change their emotion or attitude, or to induce some desirable behaviors. The beauty programs found in the study can be classified into three formats:

(1) Talk program: It is used for transmitting a message in the form of product reviews. Information about products is explained, together with their application and results after using it. Besides, it covers beauty experts' attitudes towards a product and narrative content on the experts' own experiences.

(2) Demonstration program: It is used for transmitting a message related to makeup or hairdressing tutorials. A demonstration is explained in steps of applying makeup: foundation, powder, eyebrows, and eyes coloring, cheek coloring, and lipstick wearing.

(3) Conversational program or interview program: it is a program in which a guest is invited to participate in the program so the content is transmitted from the guest more than the beauty expert. Thus, it focuses on the specialized content that beauty gurus may not know deeply or sufficiently.

Regarding the use of verbal and nonverbal language used to communicate in a program mostly informal language is used to create proximity and intimacy with the viewers. Sometimes, some technical terms related to beauty are used, i.e. technical terms about camera angles or shot sizes, to transmit the message correctly with the intended goal and activities. Moreover, the message is arranged following the format and concept of the program.

Besides, the content of the programs is communicated through various features of YouTube as follows:

1) Thumbnail: An image of an episode displaying the content of each episode, which can be either created specifically or automatically produced by the YouTube program.

2) Title: a short statement conveying the main content of each episode

3) Description: detailed information contained in each episode, i.e. information about the beauty guru, sponsors, etc. including other peripheral or additional information perceived by reading.

4) Category: information specifying the type of the program for an easy search by searching systems of YouTube.

5) Annotation: supplementary details for displaying the results or connecting to other parts that the beauty guru wants the viewers to access.

5.1.2.2 The Viewers' Exposure to a Message

1) The classification of the viewers' exposure. The exposure of viewers to beauty programs can be classified into two types:

(1) Lowly-active viewers. This group of viewers exposes mostly to automatic responses of YouTube or a Playlist system, which might include other activities. However, they give less importance to a beauty program than the activities they are doing.

(2) Highly active viewers. This group of viewers intends to expose to a program to learn or make use of it.

Normally, the steps of message exposure are as follows:

Step 1: Search needed content through the searching system of YouTube.

Step 2: Select to expose to a program by considering a beauty guru and features of YouTube that appear in the Searching list, i.e. thumbnail, title, description, category, and annotation. The factors affecting the selection of a beauty program are viewers' familiarity with the beauty guru, content responding to viewers' needs, and the sequence of Display Search Results in a ListBox.

Step 3: Exposure methods: the ways viewers expose to a beauty program are divided into three ways:

1) In a sequence of timeline exposure: by playing a program from the beginning to the end.

2) Specific-time or periodic exposure: by choosing to expose to the needed content without paying attention to the sequence of the content, which viewers can select through the timeline or use Hyperlink to the needed part.

3) Pause-and-see exposure: by playing or turning on an episode up to the part or point that they need. After considering the content, they will make a pause to reconsider the content of that part.

From the analysis, it is found that the exposure by the sequence of the timeline is often the method of selecting a program of the lowly-active viewers and this group has a tendency not to view a program repeatedly. On the other hand, the specific-time exposure and wait-and-see exposure are the selection methods of highly-active viewers who tend to expose to repeated episodes. Nevertheless, one same viewer may expose to a program by more than one method or by both specific-time exposure and wait-and-see exposure at the same time.

2) The effects of the beauty programs on viewers. The effects are on three domains:

(1) Knowledge. Viewers' knowledge occurs from the content of a beauty program in combination with their basic experiences related to beauty. For the highly-active viewers, they can reach 6 levels of knowledge: recall, comprehension, application, analysis, synthesis, and evaluation, while lowly-active viewers will mostly achieve the first two levels of knowledge, namely recall and comprehension only.

(2) Attitude. Mostly, viewers' attitude is positive towards the programs to which they select to expose themselves by selecting the programs

whose content accords with their personality, values, and attitude. Besides, the results of attitudinal change will be in the same direction as their existing attitude. In other words, if the content does not accord with such condition, they can avoid viewing such a program so a chance of creating the opposite attitude is very rare.

(3) Practice. Most viewers have their practice on beauty before exposing to a beauty program, but from viewing a beauty program changes may occur in some of their old behaviors. The positive attitude towards beauty programs on YouTube is based on the viewers' learning needs; thus, they select to expose to the desired programs and then imitate what they learn. However, practices occur in the way of changing or adapting the knowledge and practices they learn from the programs to be their style.

5.1.3 The Negotiation on the Learning of Beauty Content with Beauty Gurus on YouTube

5.1.3.1 The Negotiation of Beauty Content

1) The negotiated reading with sponsors of a program. Parts of content are set by sponsors to be broadcast positively. Thus, what a beauty guru can do is to broadcast the content within the agreed frame by her skills and presentation style. To avoid negatively presenting a product, a beauty guru has to design the content neutrally or objectively but still keeps the identity of the program. In the case of a direct advertisement, a beauty guru will indicate directly from where the content and information is.

2) The negotiation with other beauty experts or gurus. It is a change in the status of a beauty guru from the sender to a receiver exposing to other beauty gurus' programs. Thus, the viewing is different from that of a general audience or viewers and leads to negotiation with content from the perspective of beauty experts themselves.

5.1.3.2 The Negotiation between a Beauty Guru and her Viewers. This Kind of Negotiation Occurs in the Following Ways:

1) The program selection. The desired programs can be selected by the features of YouTube, that help to search for the needed content by looking at the thumbnails, titles, numbers of views and ratings, timeline, broadcasting

time, and description of each episode, which are the information used by beauty experts for negotiating with viewers.

2) Exposure to a program. Viewers expose to a program by controlling the flow of the program content in sequence or by skipping to the needed part of an episode. The intentional or unintentional viewing of viewers affects a different level of reception of learning content. On part of beauty experts, they negotiate their content for viewers' reception by producing good quality of content and videos, including using the media's features or properties to connect and interact with viewers during their viewing.

3) The application of learning content for use. Viewers have a right in the negotiation through their selection of the available content and to apply it for use. Beauty experts play no part in such decision-making. Normally, the learning content is used in three ways:

(1) The application of all the learned content. Viewers follow all the steps demonstrated by a beauty guru. This way of application is often used by viewers who have no basic skills in beauty or makeup. Thus, when they understand how to do, they will practice as instructed.

(2) The application of partial content. Viewers choose only some parts of an episode for their use or for adjusting into their normal makeup or self-care by selecting only the content suitable for them and cutting out the unneeded parts, including adjusting kinds of products used and the learned steps to match with themselves. This kind of application is used by viewers with some basic skills, who can analyze which parts of the content are practical for them.

(3) The integration of content from various sources. Viewers select content from several beauty programs and episodes and modify or adjust it for their maximal benefits. This kind of application is used by viewers with advanced skills and can synthesize the learned content or knowledge for creating their style well.

The negotiation power in the communication process is affected by two main factors resulting from viewers' viewing behaviors:

1) Viewers' interaction with a program or channel. This factor comprises the number of views, ratings, and comments. A high number of views and positive ratings indicate viewers' interest in a program while comments play a part in

negotiated reading not so clearly since few interactions between beauty experts and viewers are witnessed and some comments are irrelevant to beauty content.

2) Viewers' following the channel. Viewers' follows, as appearing in the "follow" button of the channel, affects both old and new content of the programs. By pressing the follow button, it means viewers firstly allow the beauty message of their followed programs to be able to access them, no matter if they will view them or not. Thus, viewers decide on viewing the selected programs without conditions.

5.1.3.3 Negotiation with YouTube Technology

1) Production technology. Beauty experts must follow up with production technological changes, e.g. devices, shooting equipment, etc., which accord with broadcasting technology.

2) Broadcasting technology under the capacity of the features of YouTube. The settings facilitate search systems of YouTube with the use of production technology that can carry the broadcasting capacity via high-quality internet.

3) Technology for maintaining quality. It covers the technology of data processing related to the number of views and followers, which can be reflected from search results or programs recommended to the old viewers or other viewers.

5.2 Discussion

From the research findings, the discussion is based on the following topics:

5.2.1 The Perception of Thai Women's Beauty through the Content Learned from Beauty Programs on YouTube

5.2.1.1 The Image of Thai Women's Beauty Nowadays

From the study, it is found that the image of Thai women's beauty nowadays the content learned from beauty programs on YouTube is presented by two main parts: physical appearance, and attitude or intellectual ability.

The physical appearances are presented mainly through a demonstration program of a beauty program on YouTube. The physical appearances indicated as Thai

women's beauty nowadays are presented by the sequence of makeup steps under certain categories. Thai women's beauty starts with smooth skin without wrinkles, which can be created or nourished by the use of foundation products. Sharp eyes and eyebrows can be enhanced by eye and eyebrow products. A face should look naturally red by cheeks coloring products, and finally, lips should not be pale but are colored by lipsticks. However, makeup styles can be diverse with no specific format but are determined by contextual and temporal factors instead. Accordingly, under the title of a program, it indicates clearly what occasion the presented makeup is. At the same time, how to put on makeup to achieve such physical appearance is also notified. For instance, a makeup that looks like no makeup is presented under the theme, "Make up No Makeup." In short, the presentation of beauty programs is to define Thai women's beauty nowadays as the created or invented physical appearances through the process of makeup or beauty enhancement by beauty products, following the popular plates or models. Besides, Thai women's beauty covers the adaptability of the old appearance towards new appearance as wished according to the rationales and situations involved. The importance of the existing or innate physical appearance of each woman is thus decreased and is replaced by a new factor enabling to enhance a woman's beauty, or namely skin-care and makeup skills.

Due to the concept that Thai women's beauty can be created by a makeup process, women who have makeup skills keep changing their beauty to suit for each situation to assure their self-confidence in their daily life and socialization increasingly. This notion accords with the findings from the study of McCabe, Timothy, and Antonella (2017), "Women, Makeup, and Authenticity: Negotiating Embodiment and Discourses of Beauty," which found that makeup plays a great role in enhancing a person's daily confidence. Besides, makeup helps to wipe out an exhausting face, and a person can change his or her look through his or her change in makeup styles.

Besides physical appearance, women's beauty nowadays is also connected to the concept of inner beauty or women's attitude and intellectual ability. This part of beauty appears in the way a beauty program emphasizes the notion that beautiful women are those who can analyze the transmitted content. Thus, this concept of beauty is influenced by two factors, both direct and indirect. The direct factor is the

communication of beauty experts on their beauty programs on YouTube, which emphasizes the concept of women's analytical thinking in learning the beauty and in the proper application of what is learned suitable for themselves. The communication of beauty experts to their viewers also focuses on women's positive attitude on their ways of living. The indirect factor is the variety of information on YouTube in the form of Big Data, which requires a kind of sorting or screening of information by viewers' attitudes and intellectual ability. Therefore, women being able to express their inner beauty have to acquire and accumulate knowledge and use such knowledge for their analysis and synthesis of beauty messages learned from beauty programs, including being able to apply it for use properly. Such a process needs principles and rationales for thinking and making decisions. It is believed that well-analyzed thinking leads to a sound attitude. Accordingly, the occurrence of the inner beauty of each woman is at different levels based on each person's knowledge abstraction.

Hence, the inner beauty is connected with what is expressed, or the beauty modification, by emphasizing the notion that beautiful women can analyze and synthesize the learned content to modify themselves properly and suitably for each situation. On the other hand, the modified physical appearance also affects their confidence in ways of living and sociability, which can be witnessed through their positive emotional state and attitude towards surrounding things.

Therefore, in considering the image of Thai women's beauty nowadays presented in the beauty programs on YouTube, both components must be included. These two components are the physical appearance that can be modified and attitude and intellectual ability that requires accumulated knowledge and rationale analysis and synthesis.

5.2.1.2 The Perception of Thai Women's Beauty through the Content Learned from Beauty Programs on YouTube

The beauty programs on YouTube are considered as a high quantity of information on YouTube in the form of Big Data; therefore, the image of the beauty appearing in the beauty programs on YouTube is various. From the analysis, the image of Thai women's beauty from the content learned from the beauty programs on YouTube is divided into two parts: the image from beauty gurus' perspectives and viewers' perspectives.

1) The image of Thai women's beauty from beauty gurus' perspectives

Beauty gurus present the image of Thai women's beauty through the content of their beauty programs based on their personal preference, sponsors, and viewers. Then, each beauty guru creates the content on the image of Thai women's beauty in her program. The main factor influencing the content control and the transmission of the content to viewers is a beauty guru's knowledge and skills. The image of beauty from the perspective of beauty guru also affects the image of beauty from the perspective of viewers.

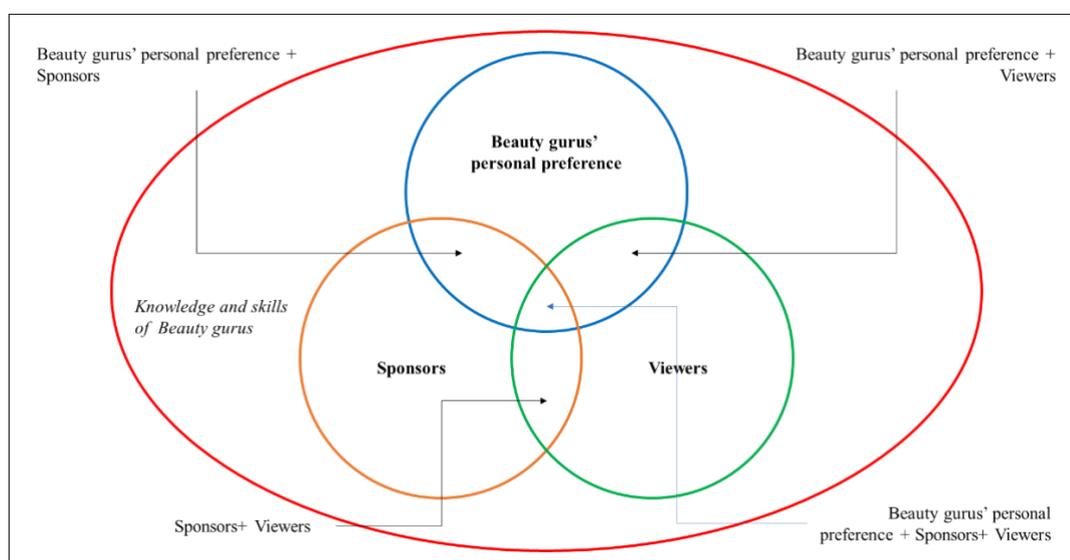


Figure 5.1 The Image of Thai Women's Beauty from Beauty Gurus' Perspectives

2) The image of Thai women's beauty from the perspective of viewers

Viewers perceive the beauty presented in the beauty programs differently because of their different needs in viewing a beauty program. The main factor affecting the perception of women's beauty is a beauty guru, who is considered as a valuable "influencer." Thus, viewers give importance to a beauty guru who has an influence on their viewing as the first priority by considering four characteristics of an influencer according to the concept of Hurt, Scott, and McCroskey (1988, pp. 116-126): credibility (from a beauty guru's background, experience, and honesty to

viewers), interpersonal attraction (through the use of informal verbal and nonverbal communication, the use of pronouns creating a familiarity, the use of space for expressing opinions, and communication activities between a beauty guru and viewers), homophily (i.e. commonality and common experiences between a beauty guru and viewers, the creation of additional commonness via the amount and length of viewing), and manifest power of a beauty guru (hierarchical power, e.g. beauty gurus using a pronoun to show their superiority to their viewers, and knowledge power. e.g. beauty gurus' information, skills and direct expertise).

The acceptance of beauty gurus based on viewers' consideration on the aforementioned characteristics yields four types of learning: the selective exposure to a communication process in a program, the acceptance of the exposed message leading to message retention, the synthesis of knowledge learned from the viewing, and the influence on viewers enabling the process of changes (Hurt, et al, 1988, pp. 114-116)

Therefore, it is found that in exposing to beauty messages on YouTube, the perception of the beauty of each viewer is different, no matter if the perception is from the perspective of a beauty guru or viewers. This is because YouTube is the type of media in which both senders and receivers are active. Especially, receivers have a right to select to expose to message by themselves. Consequently, their behaviors, attitude towards content and beauty gurus, content needs, and the application for use are different as well.

Despite the fact that Thai women's beauty is considered from women's physical appearance their attitude and intellectual ability from the perspective of beauty gurus and receivers, from analyzing specifically the value on women's beauty, it is found that due to the nature of YouTube, which contains huge amount of information and a large number of beauty gurus, viewers can choose to view a program based on their needs and their application for use. Such different needs and applications lead to the viewers' perception of beauty in an individualistic way and reflect the present value on beauty concretely.

5.2.2 Viewers' Reception of the Message in Beauty Programs on YouTube

The viewers' reception of the message in beauty programs on YouTube can be explained in two parts:

5.2.2.1 The Pattern of Beauty Gurus' Message Transmission is divided into two Ways; Message Transmission or Communication through the Content of a Program and Communication through the Features or Properties of YouTube

The message transmission or communication through the content of a program is the transmission of beauty knowledge, most of which is the principal knowledge of each episode, to viewers directly. The format of transmission is like that of television, which comprises the opening of a program, the introduction of content, and the closing of a program. However, the difference is the production of semi-professional videos mainly, (Miller, 2011, pp. 89-114) by shooting with a high-quality or HD camera to be able to carry the broadcasting on YouTube. On the other hand, no specialized shooting team is used in the production process. Accordingly, beauty gurus require knowledge and skills in production technology, e.g. shooting, editing, etc., including being able to use YouTube for broadcasting by mixing visual and textual communication techniques. This notion accords with the study of Choi and Behm-Morawitz (2017), which found that in transmitting the content of a beauty guru on YouTube, it requires an application of techniques in editing, producing, and communicating texts to convey the guru's message.

Besides, beauty gurus also have informal communication strategies and focus on a familiarity between the gurus and viewers through the use of language in the conversational form to create a sense of proximity. Besides, they also create participation and interaction with viewers through the features of YouTube and invite them for joining activities together. All of these make the viewer accept their message more easily and have a positive attitude towards the message received. Even though the beauty gurus' message transmission is teaching by nature, in the form of talk and demonstration, their communication techniques of building intimacy with viewers for providing beauty knowledge and their format of teaching on YouTube is like a television program. Accordingly, such beauty message transmission is an edutainment rather than formal teaching.

Moreover, communication through the features of YouTube is another additional form of learning from traditional learning media, either learning in a classroom or learning from a TV program. The main features of YouTube are thumbnail, title, description, category, and annotation. All these features are fundamental communication tools appearing in a program that viewers can use for making their viewing decisions. Besides, they can use them for elaborating the content explained in a program through words and images. Especially, the description is the feature often used by some beauty experts for providing supplementary content, which functions as a lecture sheet. Moreover, due to the interconnectivity property of new media, beauty experts use the description or annotation for linking to other related information or content, which enhances viewers' reception of their message.

5.2.2.2 The Patterns of Viewers' Exposure to Beauty Message

From the study, viewers can be classified into two groups: lowly-active and highly-active viewers, based on their differences in viewing behaviors and viewing objectives. According to Miller (2011, pp. 17-19), videos can be categorized by objectives as follows: informative, educational, and entertaining videos. The beauty programs on YouTube are classified under the informative and educational videos. Lowly-active viewers focus on viewing entertaining videos while doing other activities while highly-active ones choose to view the kind of videos that responds to their objectives of viewing.

In regards to viewers' viewing behaviors on YouTube, it is found that most of them like to view a program while doing some other activities. Their priority between viewing a beauty program and doing other activities depends on their viewing objective. Also, viewers can choose to view a program anywhere and any time since viewing devices can be immovable, e.g. laptops or Smart TVs, and movable, e.g. Notebooks, tablets, or mobile phones. During their viewing, viewers can choose and decide what kind of exposure they want: by timeline sequence, by specific timing, or by pause-and-see, or all three patterns of exposure, including a repeated viewing on the needed parts or needed episodes.

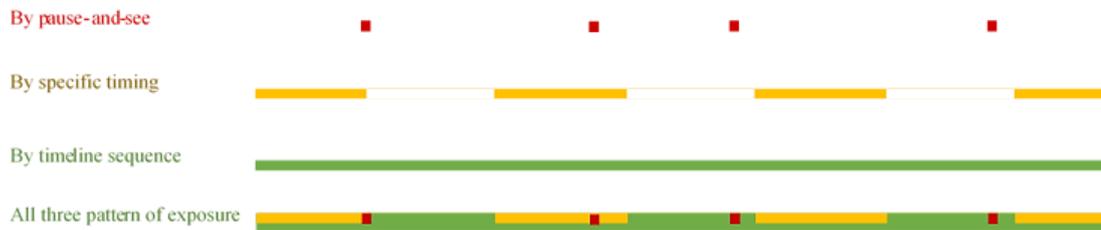


Figure 5.2 The Pattern of Viewing Behaviors on YouTube

From the aforementioned findings, it is found that the viewing behaviors and viewers' patterns of exposure to a program accord with the concept of five kinds of freedom in exposing to digital content: Freedom from scheduling, geographical limit, scales, formats, and from the era of content created by marketers to the era of content created and controlled by consumers.

Besides, it is found that the exposed media have an impact on viewers in the way that it reinforces their prior positive attitude towards the programs to which they expose. In other words, viewers choose to view a program because they have a positive attitude towards the content and beauty gurus so their prior attitude usually does not change when they expose to the program they choose to view. Regarding the effect on viewers' knowledge and behaviors, according to the concept of Schwartz (1975), a person's behavioral change is caused by the relationships between knowledge, attitude, and behavior. On part of knowledge, it is found that viewers of beauty programs on YouTube acquire knowledge at every level, according to the concept of Bloom, Hasting, and Madaus (1971). Especially, most of them can analyze and synthesize the content of the exposed programs. While behaviors or practices are caused mainly by attitude, they may not be related to the level of knowledge. This can be explained that the occurrence of behaviors is from viewers' imitation from the learned content of a beauty program since they have no basic knowledge of makeup. However, what leads to viewers' behavioral change is their positive attitude towards beauty. On the contrary, for viewers with prior skills and knowledge on beauty up to the level of analysis and synthesis ability, including prior positive attitude towards beauty, the behavioral change occurred is their increased ability to adjust the learned

content that suit for themselves instantly without going through the imitation process or regular training.

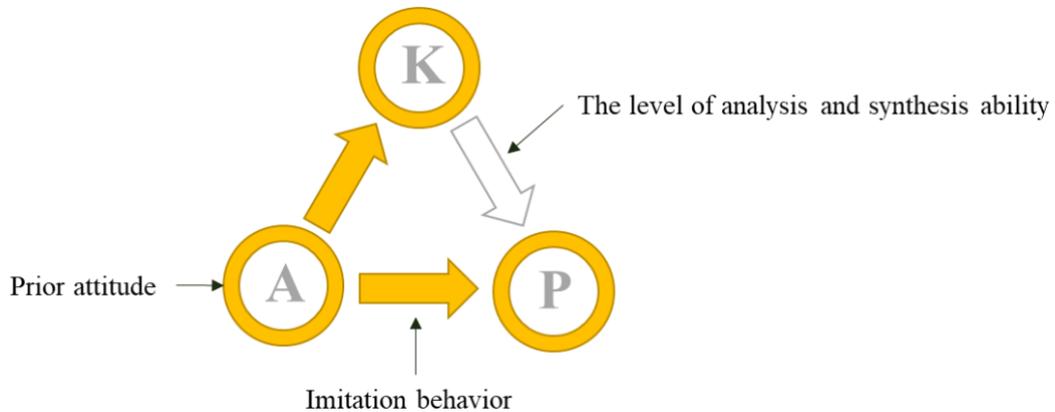


Figure 5.3 The Impact on Viewers from Exposed Beauty Programs on YouTube

5.2.3 The Negotiated Reading in Beauty Programs on YouTube.

Communication for learning beauty on YouTube is produced and broadcast by beauty experts to viewers. From the study, it is found that beauty experts set the goals for broadcasting their beauty programs on YouTube to create an awareness of the beauty that is proper for each person's inappropriate time and places, including encouraging the application of knowledge to be useful for viewers themselves.

5.2.3.1 Negotiation Power of Beauty Experts on YouTube

According to Johnson (1993) on the characteristics of negotiation power, in a communication, beauty experts on YouTube possess three kinds of power:

1) Physical Power or the power received from fundamental characteristics of a beauty expert, i.e. personality, gestures, language, and expression. In beauty programs on YouTube, they also cover physical appearances of both before and after their modification by the content learned from the programs.

2) Social Power or the power gained from beauty experts' status in society. A person will be accepted to be beauty experts partly because of his or her background that leads to high source credibility, e.g. educational level, family background, etc., or gained from the acceptance of other beauty experts, viewers, and

media. Because of their roles and functions as a beauty expert, they become an influencer in beauty.

3) Technological Power. Knowledge power can be divided into the power of having both knowledge and related skills and the power of having the knowledge and being able to use technology in transmitting the beauty content in a beauty program on YouTube.

These aforementioned characteristics of beauty experts' power can induce a negotiated reading of the content by having sponsors and other beauty experts as participants in the negotiation. Concerning negotiated reading caused by the reception of a beauty program, it is the power in persuading viewers to participate in a program. Besides, beauty experts can use their technological power in negotiating about existing media technology on YouTube.

5.2.3.2 The Negotiation with Technology on YouTube.

The negotiation with technology on YouTube can be divided into the use of production technology, broadcasting technology, and the use of technology for keeping the standards or levels of satisfaction. Therefore, beauty experts must have knowledge and understanding of the characteristics of YouTube that it owns a capacity of transmitting information in the form of video sharing, which can create an interaction on social media. To produce the content that can catch up with rapidly-change production technology is what a beauty expert must do. Besides, to broadcast a beauty program on YouTube operated by a high-speed internet system also plays a part in determining video quality for viewing. On the other hand, the features of YouTube that facilitate viewers' control over the information flow enforce beauty experts to create their negotiation leading to viewers' exposure. Therefore, beauty experts need to be able to select the features of YouTube that can increase their power in communication. Moreover, the information processing system of YouTube that can record the viewing information, i.e. a channel for viewers to follow or give ratings, is also another technology affecting the maintenance of social power level. Hence, beauty experts must create a communication process that can affect its related technology for keeping its standard, such as an effort in encouraging viewers to expose to at least half of the episode time, a creation of interaction for increasing the numbers of positive scores, etc.

5.2.3.3 The Content Negotiation

The content negotiation is divided into the negotiation with sponsors and with other beauty experts.

Sponsors play an important role in determining the content of a beauty program. They intend to broadcast their products or service positively by support from a beauty expert as an influencer, who can yield an impact on viewers' consumption of products. On the other hand, beauty experts themselves also have their scope or frame in producing their programs, mostly based on knowledge and skills, including their expressed honesty for viewers by presenting the content straightforwardly to identify themselves as the same group of viewers or as a consumer of a product. Thus, the negotiation occurs to find a midpoint or intermediate point between two parties. What is found is that when beauty experts express their higher negotiation power, the content of a program may be negative against a sponsor's product. On the other hand, beauty experts may modify their negative content to be more neutral or may provide both positive and negative information of a product but tend to give more positive than negative information in general.

Regarding other beauty experts who adjust their status from beauty experts to viewers, these experts aim to negotiate on the content to acquire new knowledge and practical skills. Still, eventually, they will create the content by the scope of their beauty. Thus, beauty experts with high knowledge and skills will have high negotiation power in applying the content for use.

5.2.3.4 The Negotiation between Beauty Experts and Viewers

A communication process for a negotiation occurs since viewers decide to view a program that can serve their goal of viewing while beauty experts provide the appearance of beauty content for viewers to choose and decide to expose to their program. The provided information under the properties or features of YouTube consists of a thumbnail, title, timer, description, etc., provided by beauty experts to help viewers to use such appearing information for making their viewing decisions. On the other hand, the appearing information on the number of views and ratings also causes a negotiation since beauty experts can acknowledge or perceive the viewing amount and viewers' preference for a particular program in their channel. These factors affect beauty experts' decisions in producing the next episodes. Concerning viewers, such

information is used for considering and deciding if they want to follow or continue their viewing. They can know from such information how many views appear in each program and the reasons behind, including knowing if and how much other viewers like or dislike a program. Therefore, the number of views is the unintentional negotiated reading on parts of viewers, but they are collected and recorded by YouTube's statistical data processing system, while the ratings are negotiated reading from viewers' direct decision-making through their pressing like and dislike buttons. This kind of negotiation thus is a formation of viewers groups in social media via their expression of opinions and their responses to a program. This kind of negotiation cannot occur instantly in television programs like in new media.

Communication for learning beauty on YouTube thus is a process of encoding or producing and broadcasting beauty-message of beauty experts to be decoded or viewed by viewers of beauty programs.

During the exposure to a program, negotiated reading can occur on part of both viewers and beauty experts. From the study, it is found that viewers have a right to negotiate for viewing a program through their viewing method. The viewing results will appear in the form of statistical information, which indicates how long viewers view a program, except that it cannot indicate the skipped period during their viewing. On part of beauty experts, although they produce the content responding to their preference and skills, they still concern about producing high-quality images and content, e.g. the quality of images, settings light, and colors. Thus, they mostly focus on using white and bright tones for seeing things. The scene or setting must look simple and spacy, not in a mess, and the shooting and broadcasting quality must be at High-Definition (HD) level to make it soothing on the viewers' eyes and make viewers receive the content more easily and clearly. Besides. The use of some features of new media, namely Hyperlink, can help viewers to choose to expose to the needed part by clicking that link.

After viewing a program, it is further found that viewers still negotiate on the exposed message through their acquisition of knowledge and their application of content into practice. Normally, the negotiation on the message after viewing can be in three ways: to use all content, to use partial content, and to integrate the exposed content from several sources, depending on viewers' knowledge and behavioral

foundation, which are classified by Bloom, Hasting, and Madaus (1971) into six levels. From the study, it is found as follows:

1) Viewers who use all content from a beauty program. This group possesses knowledge at the recall and application level. This group will choose to perceive all content and follow all instructions or not to follow all of it. The important part of negotiating with this group is the final result after a program is over, i.e. a display of a face after finishing makeup steps, etc. Thus, for this group, methods, steps, equipment, and a learning process must not be too complicated since this group likes to imitate what is learned or told. Thus, viewers in this group may have not so high knowledge and skill level. Consequently, a channel in which a beauty expert uses camera angles and shot sizes to display the steps clearly with detailed explanation can have high negotiation power with this group. Viewers in this group will accept the content from the beauty expert highly. On the other hand, a channel in which a beauty expert chooses to display rough information with rapidly-edited images that obstruct clear presented methods and steps may get less negotiation power.

2) Viewers who use partial content from a beauty program. It is the group at the analysis level who can choose to negotiate with the presented content more than the first group. However, this group also still needs a format and methods that are easy to understand with clear explanations from a beauty expert. Once they understand and can classify the learned content in each step, they will use only the content they want to use for themselves. Thus, viewers accept the content from a beauty expert at a moderate level.

3) Viewers who integrate content from several sources. It is the group at the synthesis level who have such a high level of knowledge and skills related to beauty that they can analyze and synthesis the exposed information. Accordingly, they have high negotiation power over beauty experts. These viewers expose to information for acquiring knowledge but then they will synthesize it with the information or knowledge acquired from other programs or channels in combination with their existing knowledge and skills before applying all information for more perfect use on themselves. What beauty experts can use to negotiate with this group is an interesting presentation format and high-quality media, i.e. technical property that

can carry HD quality of production towards the semi-professional videos up to professional videos.

Regarding the interaction in a program or a channel, it is found that the area that can induce the interaction between a beauty expert and viewers the most is the area of comments. From the study of Meyers (2012), it is found that the area of comments or comments section plays a role in interactive communication. It is also found that the extension of knowledge in the field of social science, humanities, and arts occurs highly because these fields are considered as having no fixed knowledge like science. There are no right and wrong answers so the expression of ideas is more open and free. Similarly, the learning of beauty on YouTube is classified as an area in arts. However, from the study, it is found that the comments area on YouTube does not show its interaction with the content directly. Some viewers gave a reason that they expose to the program because they wanted to learn the content, not to interact with others. Besides, they rarely received feedback or responses from the beauty experts on YouTube. In case, they wanted to communicate with the beauty experts, they would choose to interact with them through other media.

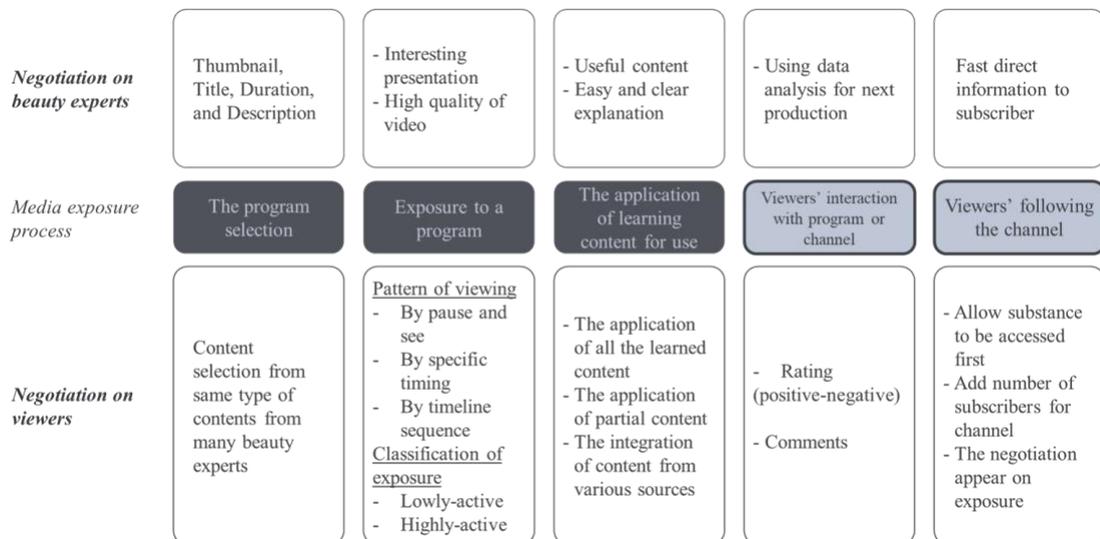


Figure 5.4 The Negotiation between Beauty Experts and Viewers

Relating to the negotiation with a channel through viewers' follow on YouTube, such occurred negotiation is operated by a YouTube system that can display

the results of follows of top-hit beauty programs on YouTube during that period no matter if viewers want to know it or not. Besides, a channel can also display a new episode. Commonly, viewers will accept such a message from the beauty expert or the owner of the channel without considering information from other sources. On the contrary, they are ready to trust the received information. This indicates that a beauty expert who is followed by viewers has an influence over viewers and this notion accords with the concept of the impact on learning influenced by the acceptance of a sender.

Accordingly, viewers' negotiation on the message indicates that viewers have a right in selecting content from a variety of beauty experts based on their needs on the content. However, they have a limitation of searching the content from YouTube systems in the channel or program they frequently view and in the Search results of programs with top-rank follows. To determine a viewing method by themselves, viewers then have high negotiation power on an intentional viewing. They can also apply the content for use through the process of synthesis. This enables them to apply the exposed content in a proper way to create the beauty of their own that suits them but under the constraints of their fundamental knowledge and skills. Besides, the negotiation on the message can yield some impacts from their interaction with a program or a channel, i.e. through ratings and comments that might not affect so much the content of the present episodes but will be more likely to affect the tendency for producing content of a program in future.

The power in negotiating for content on part of beauty experts is still derived from their role as an influencer. According to the concept of Hurt, et al (1988, pp. 116-126), beauty experts present and broadcast their content on beauty diversely through a huge amount of information and for a long time until they are accepted by viewers to be expert experts or gurus. This concept is congruent with the concept of a beauty guru of Johnson (2012). From his concept, a beauty guru is a person who is interested in beauty, e.g. makeup, hairdressing, manicures, fashion, etc., of more than one kind of beauty. Their accepted status as an influencer comes from viewers' acceptance appearing or expressing in media, which can be witnessed by the number of views, follows, etc. These factors enable beauty experts to have increased power in negotiating for the content with their viewers. In other words, the more accepted a beauty expert is, the more influential he or she will be on viewers, starting from

viewers' selection of programs based primarily on the accepted beauty experts up to a high number of viewers' follow to their accepted beauty experts.

Nevertheless, one remarkable finding from an interview with a beauty expert is that in producing a program, the expert does not aim to induce all viewers to have the same viewing behaviors because they can expose to what they need and can choose to receive such needed content by themselves. Therefore, what is broadcast in a program comes from beauty experts' needs, and it is recorded in the system as a source of information or data source. Since YouTube's property facilitates the collection of big data, the recorded information has no expiry time. Therefore, if the content is updated and can be used at all times, viewers then will call for such information at all times as well. Besides, whenever a viewer wants to view any content, he or she tends to expose to the content that responds to his or her needs. Thus, eventually, viewers will apply the content to which they expose their benefits and for creating their beauty in their style rather than for following a model.

5.2.4 Learning Beauty on YouTube and the Concept of Learning in the 21st Century

Ways of learning beauty or beauty tutorials on YouTube, transmitted by beauty experts or gurus, has been changed from traditional or old learning pattern in the past. In the past, learning on beauty through traditional media, e.g. textbooks, classroom teaching, learning by a video faced some constraints. For instance, in books, beauty is described in words and still pictures so learners must learn correct ways of makeup by using their imagination. Sometimes, they have to learn it repeatedly before acquiring knowledge and skills or before their practice is successful since they cannot follow or imitate any model. For a video, there are some limits in camera-angles, which do not allow learners to see or observe a model clearly or by every angle, especially if the size of a class is big. Some lessons cannot be traced back to review the steps or methods. Later, learning through a video has been developed by combining learning by books or texts with classroom learning. Learners can learn repeatedly like reading books. Images and illustrations are shown in the classroom and more angles are used for learning. However, it is found that to access such media is difficult due to few numbers of producers while the content is not so diverse.

From the study, it is found that beauty learning on YouTube has reduced the constraints of learning media in the past. Firstly, due to the properties of YouTube, viewers can access the media any place and any time so it reduces the constraint of accessibility and facilitates everyone to be able to learn beauty on this media. Besides, it creates an interactive instructional communication from beauty experts as an instructor or knowledge provider and viewers as learners like teaching in a classroom. The difference is YouTube's informal status, not a formal status like a teacher in a classroom, and the pattern of communication on YouTube is informal as well. This finding accords with the study of Bhatia (2018), "Interdiscursive Performance in Digital Professions: The Case of YouTube Tutorials," which found that in the transmission of content, the owner of a channel performed as a classroom director, playing a role in transmitting information and advice on beauty in the form of informal tutorials to viewers, who were like independent learners, which were different from a traditional learning in a real classroom.

Learning on YouTube relies on large knowledge sources of big data. Beauty programs are a kind of knowledge broadcast on YouTube by various beauty experts or gurus. Viewers can choose to expose to any program for their self-learning. From the study, it is found that beauty learning on YouTube accords with the goals of learning in the 21st century, classified into three domains: content, skills, and characteristics.

According to Vicharn Panich (2012), in terms of a content domain, the content for learning beauty on YouTube is accordant with the concept of integrated knowledge relating to the world, finance, economics, business, entrepreneurship, civil rights, health care, and environment. Regarding skills or psychomotor domain, beauty content on YouTube helps to improve social, life and working skills through beauty experts' advice, and to develop their internal and external beauty, including cross-cultural learning to learn about the image of beauty in different cultures. Besides, viewing a program can also help to develop information-processing, media, and technology skills via training. The regular use of media and their functions for searching for information enables viewers to view a program effectively.

On part of viewers' characteristics, it is found that from beauty learning, viewers can apply the learned knowledge on beauty to improve their characteristics or adjust their personality for working, adaptability, and leadership. Moreover, the ways of

learning beauty on YouTube enhance viewers' learning characteristics, their self-direction, and self-monitor since the pattern of viewing a beauty program on YouTube is learning by controlling the flow of message by viewers themselves, starting from the selection of a program to be viewed up to the training. Besides, in a beauty program, beauty experts also insert some content to communicate verbally about moral issues, respect for others, honesty, and civil conscience to the viewers.

Furthermore, beauty learning on YouTube accords with learners' needed skills in the 21st century, namely E (3R+7C), both directly and indirectly, according to the concepts of Pimpan Dachakupt and Payao Yindeesuk (2014). 3R means Reflectiveness, Resilience, and Risk-taking. They are skills that are transmitted since viewers select to expose to a program as they have to practice to learn the language used in a program, reasoning, and decision-making during their exposure selection. Besides, they learn to use statistical data for their decision-making, i.e. the number of views, ratings, etc. For 7C, they are skills related directly to beauty programs: creativity, critical thinking, communication, computing technology, career learning, cross-cultural understanding, and collaboration. For creativity, viewers learn how to solve problems creatively since for some groups of viewers, beauty may be a major problem affecting their lives, i.e. a lack of self-confidence to communicate with others, so beauty learning can solve this problem for them directly. Viewers also learn about critical thinking skills from their analysis of beauty information and use or adapt it properly for each situation. Besides, viewers learn communication skills by having good skills in listening, reading, and writing to understand the beauty tutorials from a beauty guru or expert. Computing technology skills are learned from their acquisition of knowledge from a big data source, including being able to use computer features and properties effectively. From applying the beauty content learned from a program to practice until viewers are adept and able to use it in their career, viewers learn career and life skills. Besides, since beauty experts collect knowledge on beauty from various cultures, adapt it to be suitable for Thai viewers, and transmit to them, viewers can get cross-cultural understanding. Besides, viewers can analyze and synthesize beauty information across cultures and create their body of knowledge. The last skill, which is indirectly related to beauty, is collaboration skill since the main focus is on individual skills so to improve viewers' teamwork skill may not be the main skill for learning. However, the functional division

among beauty experts, general viewers, and followers can be considered as an organization of the priority of learning. Therefore, viewers learn about the roles of a leader and followers or group members indirectly.

Furthermore, from the study, it is found that from learning beauty on YouTube, all aforementioned skills can be practiced continually and more effectively due to the nature of YouTube to which viewers can access at all times. Without time constraints, viewers will feel less stressful and have no pressure since they can learn any tutorial repeatedly anytime, either from the same beauty expert or different ones. Accordingly, the ability to choose to expose to any program or content suitable for each viewer's characteristics and ways of learning can enhance their learning as individuals effectively.

Despite the fact that beauty programs on YouTube can increase effective learning in response to the goals of learning in the 21st century, the effect of the Artificial Intelligence or AI system of YouTube equipped with information processing and search results functions on the viewers who expose to YouTube or to use searching functions regularly can be in two opposing directions. The first possibility is it can expand viewers' learning opportunities since the AI system will display similar content or previously-searched information that is recorded automatically in a system. It thus provides various choices and wider opportunities for viewers to learn from several channels or programs, and they can analyze and synthesize the content for future use. On the other hand, another possibility is the decreased learning opportunities since the system will display the channel that viewers follow as the priority. From previous studies, it is found that viewers tend to select to expose to the channel they are following or used to follow. Thus, viewers' opportunity to learn from various channels from a big data source on YouTube is diminished.

Moreover, it is further found that YouTube has some restrictions for learning due to its enormous quantity of information with a wide variety of beauty experts while the screening system for identifying the correctness of information has not yet been specified. Correspondingly, an effective learning process on YouTube still requires viewers' fundamental knowledge and skills in analyzing and synthesizing the received information for making the right decision.

Another finding from this study is a change in a learning direction in society nowadays. A new form of alternative or informal learning has been introduced beyond traditional learning. Traditional learning in society is learning that follows a formal curriculum, either academic or vocational, which includes makeup curriculum. The formal learning is organized in a systematic procedure by experts or scholars in a particular field who will determine all learning processes, steps and methods of learning, timing, and scope of learning for learners. Learners perform as passive receivers of the knowledge transmitted by teachers, instructors, or guest lecturers. Learners will practice and do their work as assigned. The learning process is thus a one-way communication from a teacher to learners. However, learning on YouTube focuses on a convergence approach in which both learners and a knowledge provider will approach one another. A knowledge transmitter is an owner of a channel or a beauty expert or guru who produces her content, specifies timing for each episode, and broadcast her program on YouTube. For learners, they are viewers who can choose to learn the content they want via the searching system. They can also choose to learn from the desired program while being able to choose the time, place, and method of viewing by themselves, including deciding if they want to practice by their convenience.

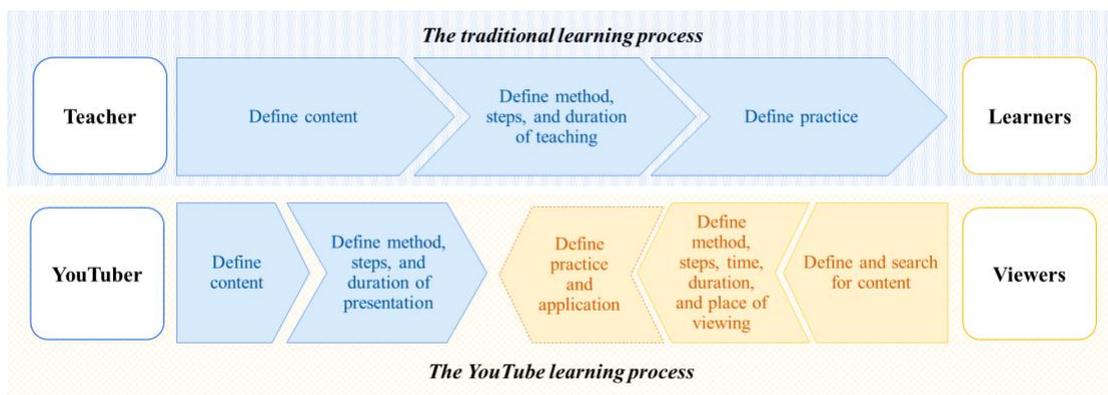


Figure 5.5 The YouTube Learning Process Compare with the Traditional Learning Process

Such a learning process reflects a two-way communication of learning direction. The owner of a channel is a knowledge transmitter who is accepted or respected as an influencer who will determine or design the content by his or her own based on her interest and other external factors, e.g. sponsors, etc. Besides, beauty experts determine the teaching methods and communication activities for transmitting the intended message and broadcast it on YouTube. On the other hand, viewers play the role of learners who can choose the content they want to learn by themselves by searching for the needed content. They can also choose their methods, time, and place for learning independently. Practices or the application of the learned content is voluntary or viewers can choose to do or not do. All of these components are a self-learning that occurs as instructional communication on YouTube.

5.2.5 Innovative Communication for Learning Beauty on YouTube

YouTube is a media that plays a great role in the paradigm of communication for learning beauty as a result of technological changes. Kanjana Kaewthep and Nikhom Chaikhunphol (2013) specifies three properties of new media: 1) Interactivity. New media is interactive media in the form of social media. 2) Individualized or demassified media. YouTube is a kind of individualized mass media or a media that broadcasts programs in the form of mass media but each viewer can choose time and place for viewing by himself or herself, including choosing how to view content that is suitable for him or her. 3) Asynchronous nature of new communication. The nature of new media is fragmented since a huge amount of information is dispersed by several beauty experts, many channels and programs so a program or channel requires a compilation and an extraction of content and knowledge to be one's own.

Regarding the production of a program, it is found that the production focuses on semi-professional shooting. The preparation and production must go through a process of content sorting, production planning, the composition for shooting, the use of high-quality equipment, and program editing. However, the operational steps are conducted solely by a beauty expert. Some channels have a professional shooting and are operated by an institution or groups of people as a task-force production team.

The broadcasting of beauty programs on YouTube is a kind of mass communication transmitting from a sender to mass receivers. However, in terms of

receivers' reception behaviors, such a mass media is demassified or its role as mass media is diminished since receivers have the power of selective exposure by their preferred time and place, including personal contentment. Therefore, the way of choosing what can respond to their needs is a way of reception that encourages being a personal media, which accords with the concept of Toffler (1980), which believes that changes and development of technology cause mass media to be de-massified.

Concerning Dutton and Loader (2002), the individualized impact of technology of communication for learning beauty on YouTube leads to desirable results through the acceptance of the innovation, either directly or indirectly. In other words, it is found that the highly-active viewers tend to be directly affected more easily. On the other hand, the consequences on the highly-active viewers tend to be less predictable on changes since they have higher content negotiation power.

Moreover, based on the concept of Hanson and Narula (1990), such communication technology yields an impact at the societal level as it is found that although the reception of the message is at the individual level, its impact is on ways of life and quality of life of people in a society at the group level. Therefore, social relations occur among people in the media or it causes social relations in a virtual world. The relations with beauty experts are like a sisterhood or intimate friends and it becomes more intense after time and the reception of the message is useful in real life. Besides, the relationship among viewers is also created in the area of opinion expression where interaction between people can occur without knowing each other. Nevertheless, the interaction among viewers is based on their common value on beauty and they tend to express their positive attitude towards one another to create good relationships rather than deteriorate their relationship. At the same time, the use of communication technology for learning beauty on YouTube can also create social relations in the real-world as viewers can apply their knowledge on beauty to enhance their self-confidence for sociability.

Concerning the impact on the social system, especially a communication gap, it is found that there is a higher tendency for a communication gap to occur in new media than in traditional media since viewers have power in controlling the flow of the message. Besides, YouTube can display the results by a synthesis of each viewer's behaviors so the frame of each viewer's reception of the message is controlled by such

factors. This thus makes the level of viewers' exposure to beauty information so different. On the contrary, the gap of information exposure to the different levels of information exposure brings about individualized beauty knowledge, leading to the creation of an identity of people in a society. Besides, from the capacity of YouTube's technology, especially information processing of popularity of a beauty program from the statistical collection system, it helps to see the beauty trends favored at that time. Such a trend can be considered from the production of beauty programs under the same content by several beauty experts at the same time. Thus, it can reflect changes in interesting issues at each period.

Furthermore, from the findings, it illustrates the communication technologies of YouTube in the Pull and Push functions. The Pull functions appear in the reception of the message in new media in which highly-active viewers can approach the needed content by themselves through search engines while the Push functions appear in the form of feeding information for viewers through an information-processing system and auto-play based on the frame of each viewer's behaviors. Therefore, highly-active viewers have a chance to expose to the message that has been pushed if the scope of content falls within their interest. For lowly-active viewers, the chance for exposing to pushed messages maybe even easier.

Communication technologies with Pull and Push functions of YouTube are similar to the format of the content presentation of Netflix, which provides a paid streaming service for viewers to watch a variety of online videos. The distinguished property of Pull and Push is the data processing that evaluates viewers' past viewing behaviors, select programs, and display results from a list in the system that matches viewers' characteristics. The search results will display quite a dispersed proportion of the programs in various types so viewers will not feel like being forced to view only the shown up programs. Besides, the search results also notify or display the programs viewers used to follow or newly updated programs.

From the similarities between YouTube and Netflix, it indicates a change in a communication process influenced by "Pull and Push" communication technology. Specifically, the goal of viewers' exposure to a message is directed by their characteristics. At the beginning of a viewer's exposure, the reception system of YouTube has no recorded data so the frame or scope of content a viewer can choose is

broad and various. However, when the system compiles more information on viewers' behaviors for a period, it will narrow the scope of the search results unquestioningly. This thus affects the gap of message exposure. The found difference is that by the YouTube system, viewers can avoid the processing of their viewing behaviors by exposing them to a program under the status of non-members of the website while for Netflix, they cannot because it is a paid service for members only. Moreover, a member can share his or her viewing with others, so the data processing may not be able to get all accurate information.

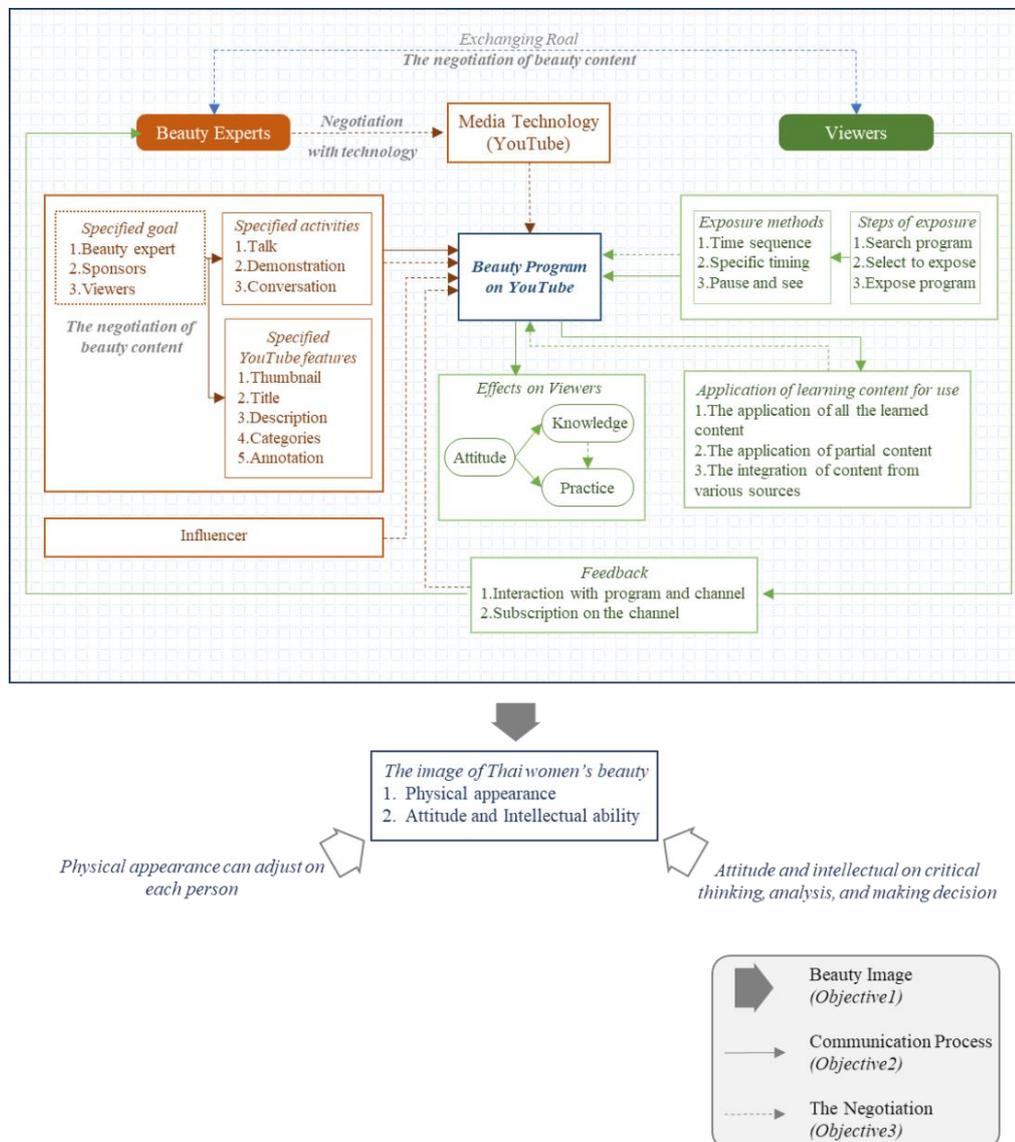


Figure 5.6 Research Conceptual Framework

From the conceptual framework of the study, it is found that communication for learning beauty on YouTube induces a communication process in which viewers has the power to negotiate their needed content with a sender who owns an expertise in such a science and expresses their identity based on their expertise until they are perceived as influencers who have power on producing content that they need. On the other hand, YouTube, as a media, provides a channel for collecting knowledge, which helps a sender to create his or her identity, while receivers or viewers will access YouTube by following their ways from selective exposure to the application of the received content for use, including their interactive responses via the media. From such a communication process, it creates individualized knowledge per the level of analysis and synthesis for applying the message into practice.

The summary of research findings is thus illustrated in the form of a model of communication for learning beauty on YouTube

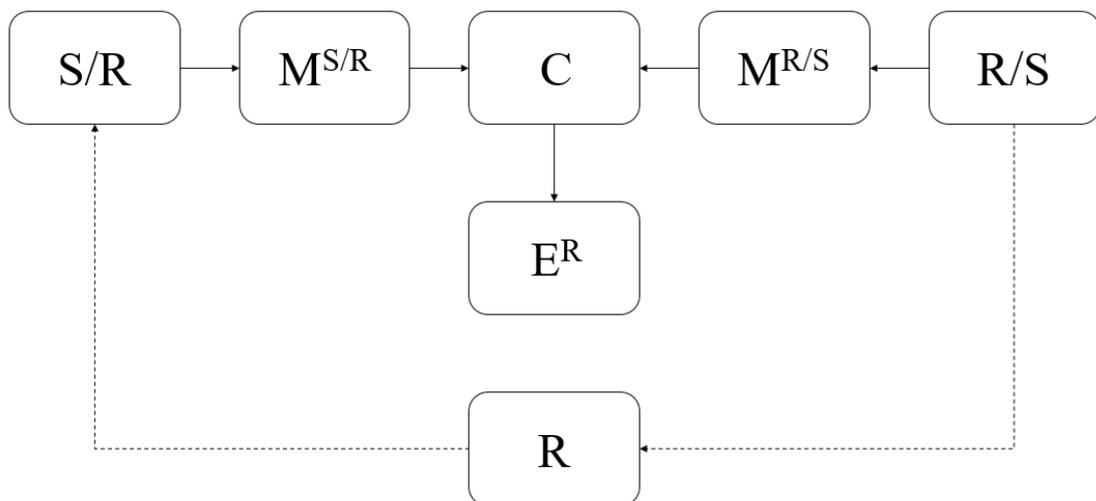


Figure 5.7 A Model of Communication for Learning Beauty on YouTube

The above model of communication for learning beauty on YouTube can be explained as follows:

S/R is a sender or a beauty expert or guru (of the expertise transmitted on YouTube) or an influencer who owns skills for producing a video to be broadcast on

YouTube. However, when the sender wants to view other programs, this sender will be transformed to be a receiver or a viewer.

R/S is a receiver or a viewer, either highly-active or lowly-active, who can access to YouTube and also can be transformed to be a sender or an expert.

$M^{S/R}$ is the messages produced by a sender, which are influenced by a sender, sponsors, and viewers and under the scope of a sender's skills and knowledge.

$M^{R/S}$ is the messages needed and selectively exposed by a receiver, based on his or her attitude, the content of a message, and a sender.

C is YouTube in which a sender uploads his or her produced video and a receiver selects to expose to a message responding to his or her needs.

E^{R1-Rn} is the impact or effect on receivers. Each receiver may be affected at a different level and direction of the impact. The attitude occurred since the selective exposure to MR yields an impact on the knowledge and behavioral or psychomotor domains. However, the impact on the behavioral domain can occur in three levels: imitation, behaviors caused by content analysis, and behaviors caused by content synthesis.

FB is the feedback from a receiver to a sender in the form of interaction through some features of YouTube, namely ratings, comments, and follows.

5.3 Recommendations

5.3.1 Recommendations for an Application

Innovative communication for learning beauty on YouTube is a large learning source that responds to the learning concepts in the 21st century, starting from providing a learning process that enhances information-processing and technological skills, the reception of messages that enhances career and life skills, including critical thinking and synthesis of a huge amount of information. Therefore, the following is suggested:

1) For viewers who learn beauty on YouTube, they should realize the roles of their power in determining the exposure to and the reception of messages by themselves. Since YouTube possesses a property of being a gigantic source of information with dispersing and diverse knowledge, viewers on YouTube, especially active users, should be able to control the flow of information by themselves. From the

study, it is found that viewers can selectively expose to a needed content from a beauty expert or guru by considering preliminary data and description presented by the beauty expert through the thumbnail, title, description, category, and annotation, including information from the statistical data-processing of other viewers' viewing, i.e. the number of views, ratings, etc., which can help them to select a program that responds to their needs with the maximal effectiveness.

Besides, viewers have a right in creating the viewing pattern that suits them individually, depending on their learning skills and the appropriate exposure to learning content, e.g. viewing by sequences, periodic exposure, pause-and-see exposure, or all-integrated exposure pattern. Moreover, during and after their viewing, viewers should scrutinize and synthesize the received content so that they can differentiate the content that suits them, including analyzing if the amount of information received from a beauty expert or guru is sufficient for applying for use. If not, they can choose to expose to the additional or supplementary content from other beauty experts for their utmost benefits. By doing so, viewers can express their negotiation power on the message they have a right to receive fully.

On the other hand, for viewers who are passive users and expose to beauty information through an automatic system or expose to it while doing other activities, although they cannot control the flow of information, the received information can be recalled and memorized. Accordingly, they should use the recalled information afterward for making their decisions on learning content whenever they need such information.

Furthermore, since learning beauty on YouTube focuses on skills, viewers with low level of beauty knowledge and skills should start with learning from imitating behaviors of a beauty expert or guru and keep practicing until they have a competence up to the level that they can synthesize a large amount of information on YouTube and adapt it to be their process and knowledge towards their individuated beauty eventually.

2) For beauty experts or gurus, to maintain the number of viewers and followers is a very essential criterion for producing a program responding to viewers' needs. The finding shows that viewers of beauty programs on YouTube have a negotiation power over the messages, starting from their selective exposure to their

application of content. Therefore, if any beauty expert can produce a program that enables viewers to follow or understand the messages up to the practicality level, it means his or her transmitted message is effective and thus have a high negotiation power over the intended message. Correspondingly, beauty experts should consider the content in detail by looking at the components of the message that can induce a decision for viewing, i.e. the thumbnail, title, description, category, and annotation. Besides, they should find ways for establishing their interactions with viewers to increase the statistical data gained directly from viewers' viewing, e.g. the number of views, ratings of a program, etc.

Furthermore, in producing beauty messages, beauty experts or gurus should be aware that although viewers have a right to selectively expose to their needed content from all presented programs by themselves, there are also some viewers whose skills and knowledge of beauty is low and cannot analyze and differentiate the received content so they tend to imitate what is learned from a beauty program. Therefore, some parts of the beauty messages require beauty experts to sort or screen proper information for them.

3) For other YouTube users, either transmitters or a receivers of learning content, should realize that a program on YouTube enhances a transmission of integrated knowledge, i.e. the world, finance, economics, business, entrepreneurship, civil rights, health care, and environment while being able to be used as a supplementary media for supporting prerequisite or core learning competencies, i.e. reading, writing, arithmetic, etc. However, it is not suitable for being the principal or main media to help viewers know all the knowledge or content since viewers have a right to negotiate for their needed content and decide to expose to any message they want, including other involved factors. Hence, to enable viewers to acquire knowledge or content in all dimensions or acquire any more complete knowledge, it requires shared learning among several programs on YouTube and learning from other methods in parallel.

5.3.2 Recommendations for Future Studies

1) For future studies, research on the image of Thai women's beauty should be conducted across media, i.e. printed media, TV and radio, etc. to examine the

image and values of Thai women's beauty nowadays concretely in a more well-rounded perspective.

2) Future studies should be conducted on the connectivity between other social media used by beauty experts and YouTube to explore the factors that may affect viewers' learning and the interaction between viewers and beauty experts or gurus, which consequently affects the perception of beauty, reception of message patterns, and negotiation power on the messages.

3) Future research related to learning of the core-subject content broadcast on YouTube should be conducted to study the nature and reception of message patterns, the determination of message or message design, and the negotiation over the learning content to understand what the learning methods are and to what extent viewers.

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APPENDICES

Appendix A

Question Guideline for Interviewing Beauty Gurus

- 1) What are the sub-categories of beauty items made? And what are the differences of each category?
- 2) What are the main points of each episode?
 - a. How to plan for the production? Is the plan in sets or in separates? (if planning)
 - b. Are there any other interventions, such as sponsors and health?
- 3) How are the arrangements for each transaction?
- 4) What are the elements used in production? Equipment, rehearsal, chapter preparation, etc.
- 5) Did you use presentation techniques based on YouTube features?
- 6) How is each episode / genre used in presenting or telling stories?
 - a. If possible, give examples of episodes of each type as the interviewee chose to explain or the interviewer gave the example to him and the interviewee to explain.
- 7) Do you use any special techniques to communicate with the viewers? The use of words, symbols, equipment, or other techniques that may be thought up by oneself.
- 8) What do you think how your program affects the viewers?
 - a. Did you segment the viewers with different impacts?
 - b. What do you think about the level of effects on viewers? Knowledge, attitude, and practice.
- 9) Give examples of which episode you like the most and explain why and how.
- 10) Give examples of which episode you dislike the most and explain why and how.
- 11) What is the most proud thing in doing a program?

Appendix B

Question Guideline for Focus Group on Viewers

- 1) What the channel did you subscribe from 5 channels, Momay with You, Pearypie, erk-erk, missPimpaka, and Yaeunnws? And why?
- 2) Which channel do you prefer?
 - a. Why do you follow this beauty gurus? What the factors?
 - b. Art the factors about knowledge, attitude, and practice?
- 3) What is the explanation on beauty content of beauty experts? Explain clearly? Device or equipment? Vocabulary, concepts, teaching methods?
- 4) Did you watch all episode of subscribed channel? Which episode did you impress or remember the most? What make you impress?
- 5) Which episode did you not impress? Why? And why did you still remember it?
- 6) What YouTube properties do you use when watching the program? Like / Dislike / Comment / Subscribes.
- 7) Have you ever watched the program and follow it?
 - a. Do what you like, like everything. Apply only Mix, mix at that time, now together
 - b. If follow and what kind of result is achieved Is there a positive one? And is there a negative place?
- 8) How many times did you watch the episode repeatedly? Why did you watch it repeatedly?
- 9) What do you expect from new episode? And how?
- 10) What kind of content do you want the beauty gurus to produce?
- 11) Did the program have any effect on you?
- 12) Do you think any existing programs should be improved?

Appendix C

List of Episodes' Sample for Textual Analysis

The criteria for selection from three websites with five beauty gurus ranked as the most popular on YouTube: Sanook. com, MGR online, and Zonedara. After selecting the channels, the researcher purposively chose 20 episodes with beauty-related content and ranked as the most-viewed episodes by Socialblade.com from each of the five selected channels, broadcast during 2014 – 2016, a total 100 episodes. Each episode was paraphrased, summarized, and analyzed. The collected information included program details, numbers of views, numbers of likes or dislikes, and comments. Then the results were concluded. The data collection was from January to April 2017.

Table C1 List of channel

No	Channel Name	Beauty Gurus' name	No. of Subscribers	No. of Videos	No. of Views	Channel created date
1	Momay with You	Napassorn Buranasiri (Momay)	158,239	182	21,786,018	Dec 15, 2015
2	Pearypie	Amata Jittaseni (Pearypie)	320,409	147	33,632,680	May 28, 2007
3	wwwerkerkcom	Peeraya Pomasa (Erk)	89,753	431	16,652,948	Feb 10, 2010
4	missPimpaka	Pimpaka Maneethai (Pim)	92,753	1,676	31,492,719	Apr 8, 2011
5	Yaeunnws	Nontapon Teerawatanasuk (Yae)	341,441	678	58,987,135	Jul 8, 2012

Table C2 List of Episodes from Momay with You Channel

ลำดับ	ชื่อตอน	จำนวนผู้ชม	เผยแพร่เมื่อ	ระยะเวลา (นาที)	จำนวนความคิดเห็น	จำนวน Thumb up	จำนวน Thumb down
1	Momay with You : แต่งตัวอย่างไรให้ดูแพง	531,500	28 มี.ค. 2559	13:22	38	554	3
2	โมเมพาเพลิน : Skincare & Makeup Routine 2016	460,800	22 ก.ย. 2559	7:34	133	520	184
3	Momay with You : รongเท้าที่ผู้หญิงควรมี	377,900	25 ก.พ. 2559	7:37	402	1,280	174
4	โมเมพาเพลิน : หน้าแฉะราคาประหยัด	364,600	22 ธ.ค. 2559	4:45	144	5,320	95
5	โมเมพาเพลิน : ลงรองพื้นแบบเน้นปัง (ผิวมัน-ขาดน้ำ)	331,500	18 ก.พ. 2559	3:28	192	8,070	54
6	โมเมพาเพลิน : Favorites of 2015 [Drugstore]	327,400	14 มี.ค. 2559	4:37	144	7,200	63
7	โมเมพาเพลิน : แต่งหน้าใน 5 นาที	313,000	22 ก.พ. 2559	4:03	80	3,011	122
8	Momay with You : Momay with Woonsen	286,900	29 ก.ย. 2559	2:42	82	520	44
9	โมเมพาเพลิน : สงคราม (Liquid) Lipstick	271,300	4 ก.พ. 2559	3:14		5,320	66
10	โมเมพาเพลิน : แต่งหน้าสวยสุขภาพ	262,100	8 พ.ย. 2559	2:47	122	525	24
11	โมเมพาเพลิน : Favorites of 2015 [Hi-end]	260,400	7 มี.ค. 2559	3:57	126	4,150	84
12	Momay with You : จัดกระเป๋าไปเมืองหนาว (ปานกลาง)	256,700	28 ธ.ค. 2558	3:13	126	4,170	82
13	โมเมพาเพลิน : สวยပြီးด้วย Perfect Nude Makeup for Rev...	228,900	24 พ.ย. 2559	4:50	136	5,108	30
14	Momay with You : เลือกชิ้นไหนให้สวยပြီး	225,800	18 เม.ย. 2559	2:26	65	3,250	21
15	โมเมพาเพลิน : ปิดแก้มที่ปัง! ที่สุดในสามโลก for NARS	223,400	6 มิ.ย. 2559	2:44	42	2,381	35
16	โมเมพาเพลิน : แต่งหน้ากันน้ำ	212,400	7 เม.ย. 2559	2:54	60	2,314	44
17	โมเมพาเพลิน - Favorites : January 2016	194,800	8 ก.พ. 2559	1:01	18	387	0
18	โมเมพาเพลิน : แต่งหน้าจัดหน้าล้ม	190,800	14 ก.ค. 2559	3:27	37	1,350	5
19	Momay with You : จัดชุดไปเมืองหนาว(ปานกลาง)	189,700	24 ธ.ค. 2558	11:58	105	3,919	14
20	โมเมพาเพลิน : ของใหม่เดือนนี้! [September 2016 Part1]	186,300	5 ก.ย. 2559	4:13	92	3,007	17

ที่มา <https://socialblade.com/youtube/channel/UC3tqGWVVv40dsyOf1JqF-yg/videos/mostviewed>

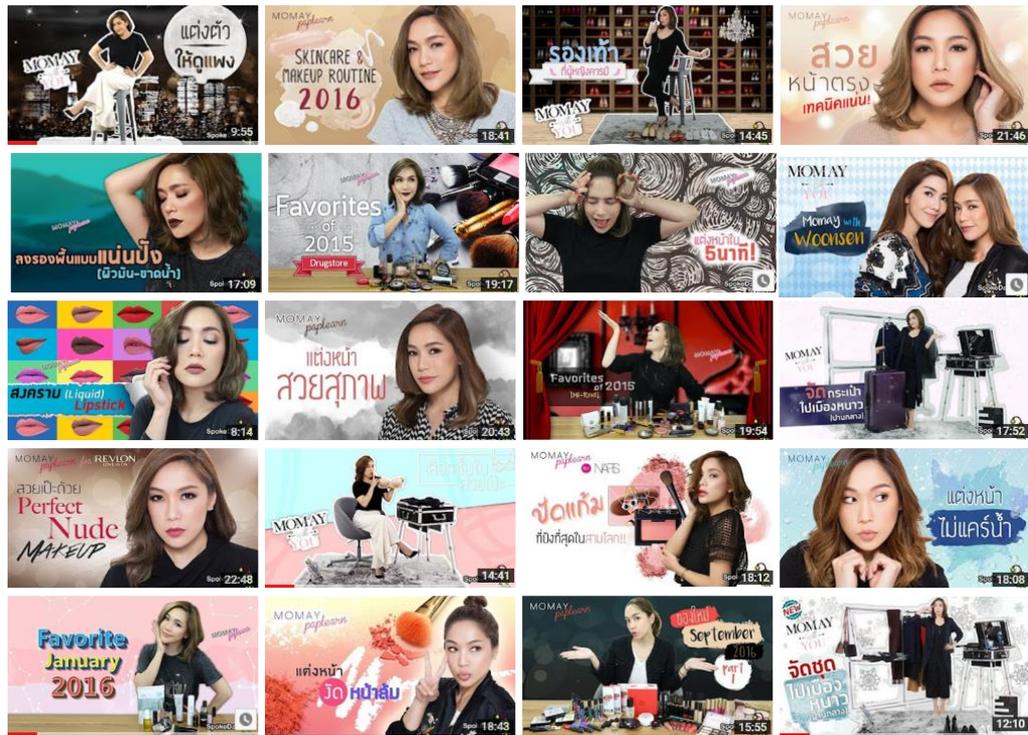


Figure C1 Thumbnail of Momay with You channel

Table C3 List of Episodes from Pearypie Channel

รายการกลุ่มตัวอย่างจำนวน 20 ตอนจากรายการ Pearypie	ชื่อตอน	จำนวนผู้ชม	เผยแพร่เมื่อ	ระยะเวลา (นาที)	จำนวนความคิดเห็น	จำนวน Thumb up	จำนวน Thumb down
1	Pearypie: Alice's Mused invitation	870K	3 ก.พ. 2557	7.34	133	5K	184
2	Pearypie : Everyday Look and Skin Routine	781K	25 ก.ค. 2557	7.37	402	10K	174
3	Pearypie for Clio: The Parallel	613,545	8 พ.ค. 2557	4.45	144	5K	95
4	Pearypie: Ride With Me	540,084	13 พ.ค. 2558	3.28	192	8K	54
5	PEARYPIE x STYLENANDA	464,422	16 มี.ค. 2558	4.37	144	7K	63
6	Pearypie: Bubble Gum	460,868	5 ก.พ. 2557	4.03	80	3K	122
7	Pearypie: Water Resistant	375,907	26 มี.ค. 2558	2.42	82	5K	44
8	Pearypie The Four Seasons Empress	323,073	10 มี.ย. 2559	3.14		5K	66
9	Pearypie: Smooth me down	309,197	9 ธ.ค. 2559	2.47	122	5K	24
10	Pearypie for Dior : Cherry Bloom	291,615	4 มี.ค. 2559	3.57	126	4K	84
11	Pearypie: Wonderer	278,187	4 มี.ค. 2559	3.13	126	4K	82
12	Pearypie : Pimp Hatsara	251,313	6 เม.ย. 2559	4.50	136	5K	30
13	Pearypie : Razzmatazz	242,239	26 พ.ย. 2557	2.26	65	3K	21
14	Pearypie: THE CLASSIC	242,053	12 ธ.ค. 2557	2.44	42	2K	35
15	Pearypie: Heavy to light, No rinsing required	238,761	27 ต.ค. 2557	2.54	60	2K	44
16	Pearypie: Fan meet at Sephora Singapore (พบปะแฟนคลับ)	25,213	26 พ.ค. 2558	1.01	18	387	0
17	Pearypie: Road Tripper #onetimeformylatripper	66,039	29 พ.ค. 2559	3.27	37	1K	5
18	Pearypie for NYX Cosmetics : PearypieAroundTheWorld (การท่องเที่ยว)	137,209	10 มี.ค. 2559	11.58	105	3K	14
19	Pearypie: ARIZONA #pearypiearoundtheworld	144,970	15 พ.ย. 2559	4.13	92	3K	17
20	Pearypie: LA's saying lalala	77,811	22 ก.ย. 2559	3.53	48	2K	9

ที่มา: <https://socialblade.com/youtube/user/pearypie/videos/highestrated> และ <https://socialblade.com/youtube/channel/UC3tqGWWv40dsy0f1Jqf-yg/videos/mostviewed>

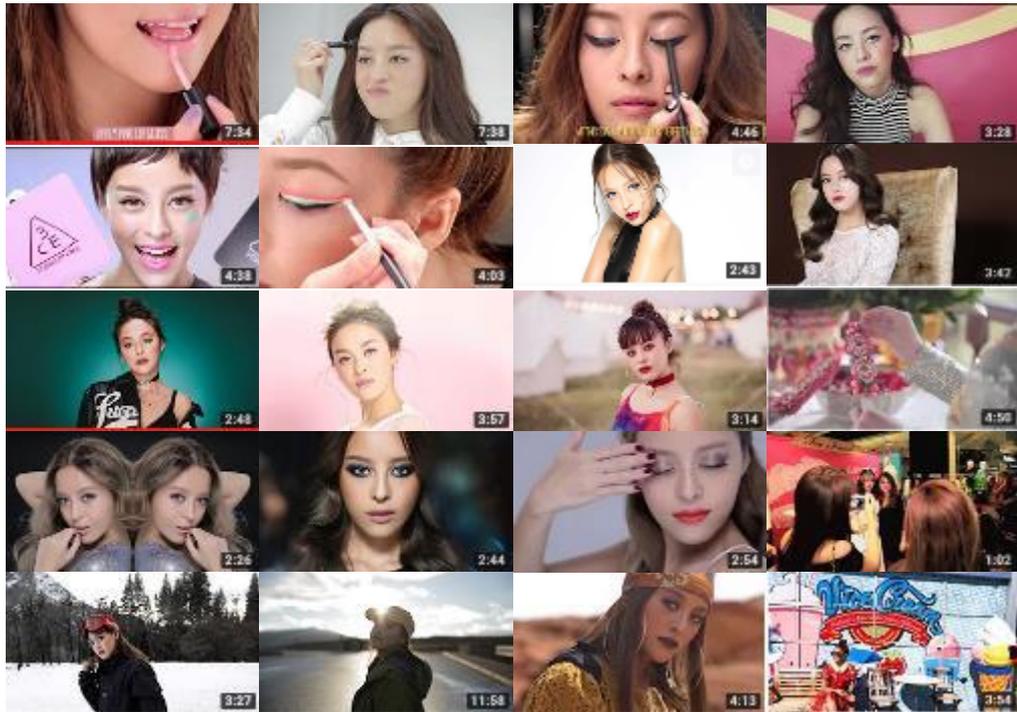


Figure C2 Thumbnail of Pearypie channel

Table C4 List of Episodes from www.werkerk.com Channal

รายการกลุ่มตัวอย่างจำนวน 20 ตอนจากรายการ www.werkerk.com	ชื่อตอน	จำนวนผู้ชม	เผยแพร่เมื่อ	ระยะเวลา (นาที)	จำนวนความคิดเห็น	จำนวน Thumb up	จำนวน Thumb down
1	เสริมจมูก เสริมคาง ปรับรูปหน้าด้วย FILLER ที่ ISKYCENTER	426,400	23 มี.ค. 2557	4.57	1,200	111	93
2	ศึกรองฟัน SULWHASOO vs LANEIGE	111,8000	14 มี.ค. 2557	9.15	458	29	27
3	แต่งหน้าเล่นสงกรานต์ผิวสวยผมสวยไปในตัว 2557 By erk-erk	115,000	11 เม.ย. 2557	7.38	641	29	36
4	หน้าใสได้ทานได้แต่ไม่เคย ISKYCENTER	113,600	8 พ.ย. 2557	9.54	537	35	18
5	ตรวจผิวล้ำคัญแค่นั้น erk erk	4,000	23 มี.ค. 2559	7.05	46	0	6
6	คิดบวกทำไม่ไม่มีจริง Facebook Live erk-erk	3,600	20 มี.ย. 2559	53.33	97	0	7
7	เก็บเครื่องสำอางเข้าตู้ใบใหม่ HERANYTHING SWEET MAKEUP CABINE	6,600	20 ธ.ค. 2557	5.22	106	0	3
8	ผมร่วง ผมบาง ผมน้อย หัวเถิก หัวล้าน Facebook Live erk erk	4,200	16 มี.ย. 2559	1.09.23	60	0	2
9	เทศกาลของขวัญคืออะไรใน THE BODY SHOP สวยด้วยใญ่ญ่ดี	1,800	12 ธ.ค. 2558	12.07	42	0	1
10	1เคล็ดลับที่จะลดริ้วรอยต้นล้านรับคนแต่งหน้า	7,600	22 เม.ย. 2559	3.36	59	0	3
11	วิธีทำงานให้มีความสุข ชีวิตดีขึ้นเป็นของแถม Facebook Live erk erk	2,100	25 มี.ย. 2559	25.41	44	0	0
12	สวยเซพพะหน้า - พาไปดูรองเท้าแฟชั่นเทจ PAASHOP	4,600	13 มี.ค. 2557	5.42	36	0	2
13	ไม่แพนด้าเวลาปิดมาสดค้าอีกต่อไป	6,500	12 พ.ค. 2559	3.29	65	0	5
14	วิธีลดรอยสิวแดงดำให้ผิวกระจ่างใส Eucerin Dermopurifyer Day ...	112,894	19 ส.ค. 2559	4.57	545	30	50
15	แต่งหน้าสวยแบบสาวทำงาน	6,320	23 พ.ย. 2558	2.38	152	1	4
16	มาดูท่านวดหน้าเรียกกัน L'oreal vface - erk-erk	26,810	29 ต.ค. 2558	4.11	237	8	3
17	แผ่นเขียนควิใช้จริงดิ ? Erk-Erk	61,829	4 ส.ค. 2559	2.53	167	15	12
18	งานผิวบ่งหน้าใสระดับเซลล์ กับ10 ข้อเพิ่มเติม erk-erk	94,600	23 ก.ย. 2558	10.07	660	13	32
19	พิสูจน์ผิวสวย หน้าใส แค่นี้ สำหรับ PURRA	54,839	5 พ.ค. 2558	10.07	378	7	33
20	6 วิธีใช้ครีมบำรุงผิวหน้าให้ได้ผล ชัวร์ Erk-Erk ^^	71,718	14 มี.ค. 2559	16.00	426	31	22

ที่มา: <https://socialblade.com/youtube/user/www.werkerk.com/videos/mostviewed>

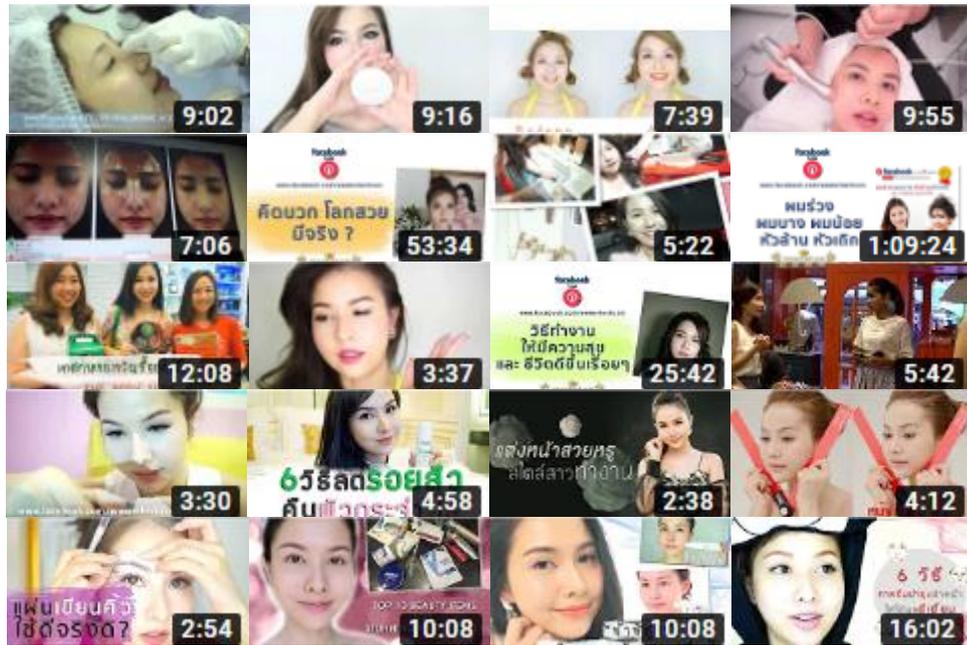


Figure C3 Thumbnail of wwerkerkcom channel

Table C5 List of Episodes from missPimpaka Channal

ลำดับ	ชื่อตอน	จำนวนผู้ชม	เผยแพร่เมื่อ	ระยะเวลา (นาที)	จำนวนความคิดเห็น	จำนวน Thumb up	จำนวน Thumb down
1	เกล้ามัดผมตีโป่งนิดๆ สำหรับผมยาวประบ่า	767,500	31 พ.ค. 2557	9.23	3,100	474	137
2	แต่งหน้าสีดูๆ เรียบร้อยกว่านี้ไม่ได้แล้ว (Nude Earth tone)	553,600	23 ก.พ. 2557	29.52	2,900	260	280
3	แกะกล่องลองใช้ Dove Nutri Oil Anti Frizz Hair Serum	415,200	18 ก.พ. 2558	4.30	63	21	0
4	แกะกล่องลองใช้ Smooto Tomato Collagen White	210,300	25 มี.ย. 2558	12.01	1,200	101	247
5	เครื่องช่วย "ขมิบ" ซิลิโคน ตัวช่วยของผู้หญิงยุคใหม่	173,200	27 พ.ย. 2557	12.06	429	109	33
6	บ้านพิม vLog สักคิว 3มิติ #inglebrow @missPimpaka	128,30	10 เม.ย. 2557	2.36	264	33	41
7	บ้านพิมสัมภาษณ์ หมอโศกและโศกอลดี	108,600	15 ก.ย. 2557	10.06	566	23	88
8	แกะกล่องปกป้องผิวจากแสงแดด Nivea Sun Perfect Protect	107,700	11 เม.ย. 2558	5.51	73	4	8
9	สีผมชัดแปลกประหลาดๆ ที่บ้านด้วย Liese Blaune	99,100	19 มี.ย. 2557	18.43	301	27	56
10	หุ่นสวยด้วยเคล็ดไม่ลับ The Secret Plus	91,300	30 เม.ย. 2557	8.10	323	14	183
11	แกะกล่องลองใช้ Cho Foundation Powder	91,200	26 พ.ค. 2559	5.25	265	27	58
12	How To Blow Dry and Style Short Hair	9,000	22 มี.ย. 2557	9.21	73	0	11
13	Bali Flowers and Fruits Facial ที่ Sofitel SO, SoSpa	1,600	29 มี.ค. 2558	4.06	17	0	0
14	EP15 เมื่อบ้านประจัญบาน มารักหน้าได้ ใช้แล้วเกิด By บ้านพิม	1,450	13 มี.ค. 2559	15.16	18	0	2
15	คริส ทอวัง แนะนำ Merci Skinny Body Cool Gel ... บ้าต้องลอง	2,950	30 มี.ค. 2558	9.14	21	0	7
16	EP03 เมื่อบ้านประจัญบาน ครีมสารพัดพิษ By บ้านพิม 21 10 58	425	13 มี.ค. 2559	9.24	4	0	0
17	เติมความชุ่มชื้น เติมเต็มหลุมสิว ด้วยพรีไบโอติกส์ Skinbooster ตะ	2,780	30 มี.ค. 2558	5.15	25	0	0
18	แกะกล่อง - ถักถุงส่งมาบ้านจะแกะ ตอน 79 (Part 2/10)	3,860	9 เม.ย. 2559	38.17	46	0	17
19	Japan HAUL (The GINZA Trip) Part 2 of 3	4,389	7 ก.ค. 2559	34.30	28	0	21
20	VLog - Amore Pacific Cushion Unpacked Trip Day 3 ...	2,210	4 ธ.ค. 2559	57.05	22	2	14

ที่มา: <https://socialblade.com/youtube/user/missPimpaka/videos/mostviewed>

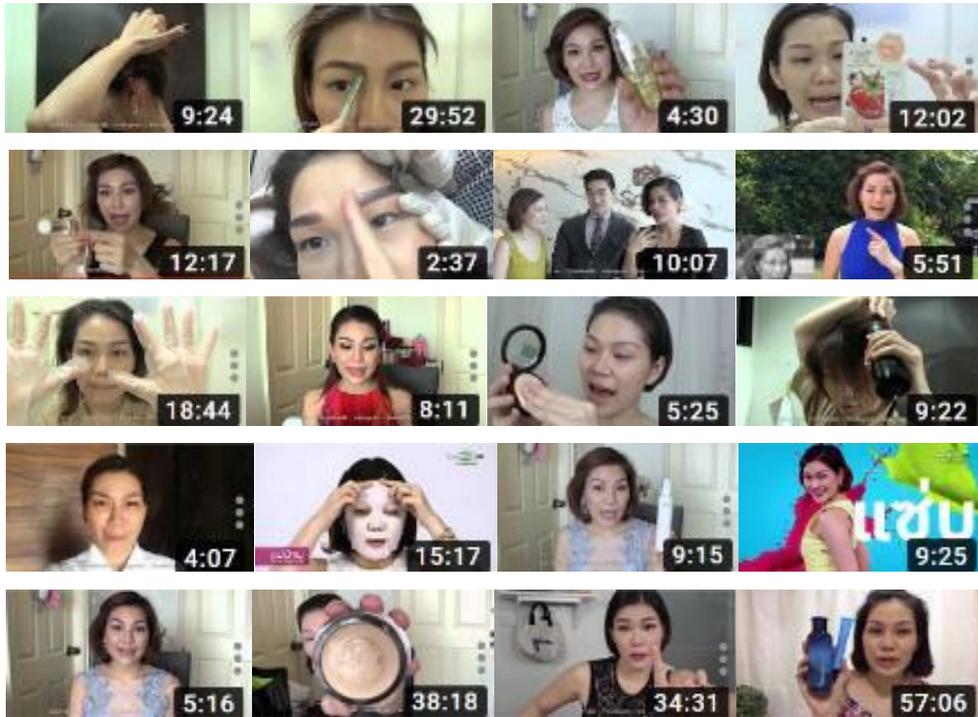


Figure C4 Thumbnail of missPimpaka channel

Table C6 List of Episodes from Yaeunw's Channel

รายการกลุ่มตัวอย่างจำนวน 20 ตอนจากช่องรายการ Yae unw's	ชื่อตอน	จำนวนผู้ชม	เผยแพร่เมื่อ	ระยะเวลา (นาที)	จำนวนความคิดเห็น	จำนวน Thumb up	จำนวน Thumb down
1	หญิงแฉ่ ถูกแอบถ่ายตอนอาบน้ำ	14,901,103	12 ก.ค. 2558	1.28	11,000	3,700	589
2	เป็นสาวสายปาวดี มีสิทธิ์ลุ้น iPhone7	1,546,200	26 ธ.ค. 2559	1.08	499	120	19
3	เป็นสาวสาย Hipster มีสิทธิ์ลุ้น iPhone7	1,350,640	26 ธ.ค. 2559	0.58	90	13	5
4	18 หญิงแฉ่โชว์เปลี่ยนกระโปรง	1,280,328	4 พ.ค. 2557	1.27	1,900	391	75
5	สิ่งไม่คาด..สุดพิศ by หญิงแฉ่	1,743,320	28 ก.ค. 2559	5.43	4,800	498	275
6	หญิงแฉ่โชว์ของเล่นใหม่..	898,910	22 ต.ค. 2557	4.19	1,800	174	85
7	เปิดอกชีวิตหลังทำงานของหญิงแฉ่	859,235	31 ส.ค. 2559	5.54	1,900	268	60
8	โตต้องแชมป์! หญิงแฉ่ vs แพท ฅนปกา	815,070	27 มิ.ย. 2559	15.12	4,200	163	259
9	หญิงแฉ่โดนเพื่อนแกล้งหนักมาก!!	795,100	22 ก.พ. 2559	2.41	2,700	259	187
10	YAE TV: เมื่อก่อนแต่งหน้าให้จิวๆ พริ้วหรือพัง ไปด้วย	595,430	20 ส.ค. 2557	8.27	2,700	99	187
11	YAE TV: เทรนด์ 2015 Abonne วิธีทำให้ผิวขาวกับหญิงแฉ่	621,490	2 ก.พ. 2558	5.33	3,300	93	247
12	หญิงแฉ่ใช้ Sabina CrisCollection III โชว์ทีละตัวๆ	592,328	23 ก.พ. 2557	4.06	1,300	125	58
13	หญิงแฉ่ทำเสน่ห์ สรรักหลงหัวปักหัวปำ	699,730	25 ก.ค. 2558	4.43	1,600	233	52
14	เมื่อแฉ่ อายากจะเป็น "พิมฐา" รอดไม่รอด	426,043	15 ก.ย. 2558	5.07	3,900	70	223
15	เฉลยยย S BLUSH	394,310	26 เม.ย. 2558	1.51	100	7	3
16	แต่งหน้าผ้ายที่สุดสามโลก	436,200	24 ต.ค. 2558	4.09	3,000	166	236
17	แต่งหน้าก็ดูก็ตายาง เข็กลีซะเหมือนใจ	455,100	18 ก.ย. 2559	8.12	2,100	185	393
18	สี่ภรรยาเป็นเครื่องสำอางทำยังไงดี	374,390	22 ธ.ค. 2558	6.25	2,500	176	331
19	สอนทำนม 6 สไลด์ ทำตามง่ายๆ ด้วยอุปกรณ์เดียว!	332,980	1 ธ.ค. 2558	16.08	1,500	72	87
20	หญิงแฉ่กำจัดขโมยไม่เจบ..	342,130	23 มิ.ค. 2557	3.30	548	72	14

ที่มา: <https://socialblade.com/youtube/user/YAEunw/videos/mostViewed>

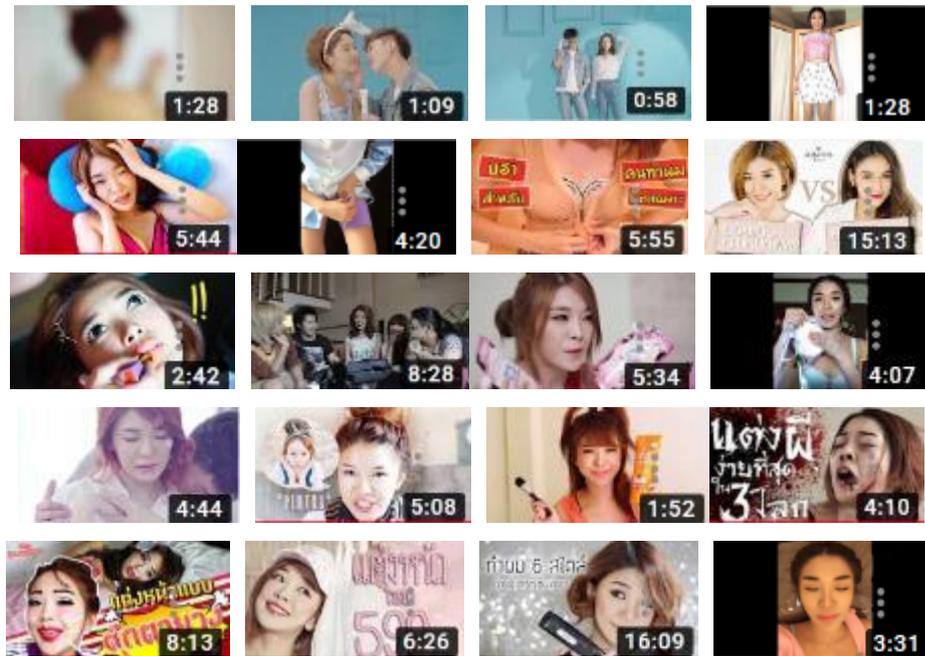


Figure C5 Thumbnail of Yaeunnws channel

BIOGRAPHY

NAME

Miss Pimnara Banjong

ACADEMIC BACKGROUND

Master of Communication Arts (Mass Communication), Chulalongkorn University, Bangkok, Thailand 2009

Master of Multimedia, Swinburne University of Technology, VIC, Australia. 2006

Bachelor of Communication Arts (Public Relation), Naresuan University, Phitsanulok, Thailand 2004

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Lecturer, Communication Arts, Faculty of Management Science, Kamphaeng Phet Rajabhat University

Consultant, En Three Steps Co., Ltd. Pathumthani, Thailand, 2012-Present

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Academic Coordinator (International
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