

**POWER OF PERSUASION IN A DOCUMENTARY FILM:  
A CASE STUDY OF “AN INCONVENIENT TRUTH”**

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Thesis  
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ABSTRACT

The objectives in this research are to study the rhetoric in the documentary film “An Inconvenient Truth” and the influence of the film on the audience’s attitude. This study is a qualitative study using focus groups as a method for collecting data and content analysis in interpreting the data. There were 7 focus groups with 35 participants in this research, which were from Mahidol University and Silpakorn University. The results from the study are divided into two parts: rhetoric in the film and the film’s influence on the participants’ attitude. In the part of rhetoric in the film, the three pillars of persuasion (ethos, pathos and logos) were used to analyze the film’s content. The ethos or characteristics of Al Gore (documentary narrator) from this research indicated that he is a caring and trustworthy person. The reason that the ethos of Gore is presented this way comes from logos or logical reasoning (scientific facts) the narrator (Al Gore) presented in the film. Furthermore, the scientific facts about global warming and the examples given to support them also create a sense of fear for the participants or sense of pathos.

The attitude of the participants toward global warming did not change due to their prior attitude that global warming is a problem of great concern. The two pillars of persuasion of the film that influence the participants were logos and pathos whereas the ethos does not. The examples of logical content that trigger participants’ emotion are the most influential in creating a sense of fear and arousing awareness.

KEY WORDS: ATTITUDE / PERSUASION/ DOCUMENTARY FILM

107 pages

อิทธิพลการสื่อสารโน้มน้าวใจของภาพยนตร์สารคดี : กรณีศึกษา “แอน อินคอนวีเนียนทรูธท์”  
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บทคัดย่อ

วัตถุประสงค์ในการศึกษาครั้งนี้ คือการศึกษาเกี่ยวกับองค์ประกอบของการโน้มน้าวใจในภาพยนตร์สารคดี แอน อินคอนวีเนียนทรูธท์ และอิทธิพลของภาพยนตร์ที่มีต่อทัศนคติของผู้ชม การศึกษาครั้งนี้ เป็นการศึกษาเชิงคุณภาพโดยการใช้การสนทนากลุ่มในการเก็บข้อมูล และการวิเคราะห์เนื้อหาเพื่อวิเคราะห์ข้อมูล กลุ่มผู้ให้ข้อมูล เป็นนักศึกษาคณะวิศวกรรม และคณะแพทยจากมหาวิทยาลัยมหิดล และคณะมัณฑนศิลป์จากมหาวิทยาลัยศิลปากร จำนวน 35 คน ผลการศึกษาแบ่งออกเป็นสองส่วน คือส่วนขององค์ประกอบของภาพยนตร์ และ อิทธิพลของภาพยนตร์ต่อนักศึกษามหาวิทยาลัย ผลการศึกษาส่วนแรกขององค์ประกอบภาพยนตร์ แบ่งออกเป็นสามส่วนย่อย คือ บุคลิกของผู้ส่งสาร หลักเหตุผล และหลักในด้านของอารมณ์ จากการศึกษาพบว่า ผู้ส่งสารมีบุคลิกที่มีความน่าเชื่อถือ และมีความใส่ใจในปัญหาและสังคม ซึ่งบุคลิกเหล่านี้เกิดจากการนำเสนอข้อมูลที่ใช้หลักเหตุผลทางวิทยาศาสตร์ซึ่งถือเป็นองค์ประกอบที่สองในการอธิบายเกี่ยวกับปัญหาภาวะโลกร้อนโดยมีการอ้างถึงข้อมูลจากนักวิทยาศาสตร์ และการใช้ข้อมูลตัวอย่างจากหลักเหตุและผลเป็นตัวกระตุ้นอารมณ์ร่วมของผู้ชม ในส่วนของอิทธิพลของภาพยนตร์ที่มีต่อนักศึกษานั้น นักศึกษามีข้อมูลความรู้เกี่ยวกับปัญหาภาวะโลกร้อนอยู่ก่อนที่จะได้รับชมภาพยนตร์ ดังนั้น จึงไม่มีการเปลี่ยนแปลงทัศนคติในกลุ่มของนักศึกษา แต่เป็นการเน้นย้ำทัศนคติเดิมที่มีอยู่ว่าปัญหาภาวะโลกร้อนนั้นเป็นปัญหาที่รุนแรง และต้องการการไขว่คว้าอย่างเร่งด่วน องค์ประกอบของภาพยนตร์ที่มีอิทธิพลในการเน้นย้ำถึงปัญหา จากการศึกษาพบว่า ในส่วนของเนื้อหาที่มีการกระตุ้นอารมณ์และหลักเหตุและผล มีส่วนในการเน้นย้ำทัศนคติของนักศึกษาตามลำดับ มากกว่าอิทธิพลของผู้ส่งสารในภาพยนตร์

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Significance of the study**

Mass media is said to be the most influential source to affect an audience's attitude. They play a significant role in shaping public perceptions and modern culture on various issues by selecting and portraying a particular set of beliefs, values, and traditions as reality (Vipond, 2000).

However, not every member of the same culture behaves exactly the same way. This is due to the differences in the attitude. Attitude is an evaluation toward things. Attitude is a significant part of our lives. It forms us our perspective on life and leads to our action. William James, an American psychologist and philosopher captured the fundamental significance of attitude that it is "the greatest discover of my generation is that human beings can alter their lives by altering their attitudes of mind". (James, 1890)

James (1890) added that if the attitude can alter lives by altering the minds (James, 1890), then the attitude would have such a great power in solving many problems because it is a mental stated relative to what we believe and affect our entire live and we express our attitude through words and actions. It can be easily put that if the thinking is changed then it is likely that the action would change also.

Thus media would have the power in solving problems that are occurring in many countries due to the advanced communicative technologies. They are able to transmit the messages to anywhere at any time in the world for the target audience to receive. The most popular medium such as television still gets the highest rate in influencing the audience. However, films or sometimes are substituted by the word "movies" have the similar effect comparing to the television.

Media today is used to serve many purposes: entertain, persuade, inform and educate. Narrowing down to the media that provide both visual and audio such television and films, these types of media consist of persuasion which Perloff (2003)

defined as “a symbolic process in which communicators try to convince other people to change their attitudes or behavior regarding an issue through the transmission of a message, in an atmosphere of free choice” (Perloff, 2003, p.8). As mentioned above that changing the attitudes might be a way of solving problems. Media like movies and films are used as key channels to influence the audience with the concern of social problem. They somehow tend to create a greater intensity toward the audiences than the advertisements.

Global warming is one of many significant issues that use television advertisement and documentary films to influence the people. This issue has been introduced in the recent years. The effects of global warming seem to spread worldwide in such little time. A group of concerned people stepped up and started working on the media in getting the words out. As a result, documentary business started rising up. Documentary films seem to be the top choice in spreading the words due to their uniqueness in objectives and productions.

The documentary film; *An Inconvenient Truth* directed by Davis Guggenheim in 2006 is one of the most powerful and well presented documentary films on global warming issue with the featuring of Al Gore, the former Vice president of the United States of America. This documentary film has been ranked in the top 5 since its release worldwide ([topdocumentaryfilms.com](http://topdocumentaryfilms.com)).

IMDb describes that the film dense with the scientific evidence of global warming along with the personal history and lifelong commitment of Mr. Gore to reversing the effects of global climate change. Gore presents a wide array of facts and information in a thoughtful and compelling way. This film is not a story of despair but rather a request for support to protect the one earth they all share (IMDb, 2006).

This movie has been credited for raising international public awareness of climate change and reenergizing the environmental movement. The documentary has also been included in science curricula in schools around the world, which has spurred some controversy, including a British High Court case. There are profound impacts on the western countries after the release of the movie. The Nielson Company and Oxford University have conducted an internet survey in 47 countries in 2007 and the findings show that sixty-six percent of viewers who claimed to have seen *An Inconvenient Truth* said the film had “changed their mind” about global warming and eighty-nine

percent said watching the movie made them more aware of the problem. Three out of four (74%) viewers said they changed some of their habits as a result of seeing the film (Nielsen, 2007)

Moreover, the film has helped to stimulate governments, leaders, organizations and individuals worldwide to take action on global warming. For example, over 106,000 tons of carbons were offset in the year following the release of the film and five countries- England, Scotland, Czech Republic, New Zealand, and Germany incorporated *An Inconvenient Truth* into the curricular of their secondary schools (climatecrisis.net). Even though *An Inconvenient Truth* was limited released in Thailand, yet there has been many seminars discussion about global warming but still only occurs in the academic fields.

This study will mainly focus on how it affects the audience's attitude especially when they are Thai undergraduate students. The participants chosen for this study are Thai undergraduate students from two universities. Joel Stein, the author of "The Me MeMe generation" from TIME magazine said that people born from 1980 to 2000 are called the millennials which the age group is corresponded to the audience chosen in this study. The millennials are the biggest generation. They are a group of people who are informed but not inactive. They have massive fear of missing out and have an acronym for everything. Stein added that when Torrance Tests of Creative Thinking were first administered, creativity scores in children increased through the mid 1980s but falling sharply in 1998. Also the scores on tests of empathy fell sharply starting in 2000. Not only do millennials lack the kind of empathy that allows them to feel concerned for others, but they also have trouble even intellectually understanding other's point of view (cited in Stein, 2013). In order to affect the behavior of the largest group of the generation, attitude needs to be altered to make the idea of ongoing problem that it is not in our backyard changed.

## **1.2 Assumption of the study**

- The documentary film has the power to influence the attitude on Thai undergraduate students.

## **1.3 Objectives of the study**

- To study the rhetoric communication in “An Inconvenient truth”.
- To study the attitude of Thai undergraduate students after viewing the documentary film.
- To study which of the three pillars of persuasion in the documentary film influence the attitude on Thai undergraduate students.

## **1.4 Scope and limitation of the study**

The scope of this study is to understand the rhetoric of the documentary film and whether it can influence the attitude of the audience, especially Thai undergraduate students and in which direction of the attitude is pointed to. Furthermore, not only the direction of the attitude will be study but also the pillars of persuasion; ethos, logos and pathos will be examine that which of these three influence the attitude the most. This study is a case study; as a result, only one documentary film that was used, which was “An Inconvenient Truth”.

## **1.5 Definition of terms**

### 1) Rhetorical communication

Rhetorical communication in this study focuses on the 3 pillars of persuasion: ethos, pathos, and logos. It is a rational study and artful practice of human symbol use (especially if not exclusively with words) when and where those symbols target identifiable communities of interest to create, enhance, undermine, or otherwise influence human belief, attitude, emotion, judgment, behavior (Eidenmuller, 2011).

## 2) Attitude

An attitude is an individual's predisposition to behave in a particular way in response to given phenomena in one's perceptual world with a frame of reference or focus. (McCroskey, 1968, p.35) Thomas describes an attitude as a "state of mind of the individual toward a value" (in Allport, 1935). The components of attitudes used in this research are the basic components; cognition: knowledge and belief toward subject or event, affection: emotion toward subject or event, behavior: overt behavior direct toward subject or event (Eiser, 1986).

## 3) Participants

The participants mentioned in the study are Thai undergraduate students who watch *An Inconvenient Truth* in this case study only.

## 4) Documentary film

A documentary film is a movie that attempts to document reality. It strives to tell the strong story with the beginning, middle and end. It also has rising tension and a narrative to keep the viewers actively engaged. However, nonfiction filmmakers cannot invent characters and plots but must find them in the raw material of real life (Bernard, 2011)

## 5) Global warming

In this study, the global warming impact refers to the content presented in the in *An Inconvenient Truth* only, which is a presentation of scientific basis of how the temperature is rising and heating up the world with the detailed graphs, flow charts visual images and animations.

## **CHAPTER II**

### **LITERATURE REVIEW**

The study power of persuasion in a documentary film: a case study of “An Inconvenient Truth” use fundamental theories to conduct the research study. The concept of attitude is explained in details along with the linkage between media and attitude then narrowing down to documentary films and attitude influence. Then further discuss on how rhetoric communication relates to attitude.

#### **2.1 Attitude**

Attitude plays a big role in every society. It drives the individual’s actions that either favor the society or harm it. Almost every problem occurs from the difference in attitudes but the irony is that the attitude itself is the key to solve such problems.

##### **2.1.1 Attitude and definitions**

There are many definitions given to attitude. Petty and Ostrom (1981) stated in their work that Darwin regarded attitude as a motor concept (a scowling face signifies a “hostile attitude”). Whereas Freud believed that attitude can be identified “with longing, hatred and love with passion and prejudice” (Allport, 1935, p.801). Later on Thomas and Znaniecki placed attitude in a social context and defined it as a “state of mind of the individual toward a value” (Allport, 1935).

In 1930s, Allport (1935) stated that attitude was the most essential concept in modern social psychology. Attitude is a psychological construct. It is a mental and emotional entity naturally in the character of a person. Allport (1935) noted that:

“Attitudes are never directly observed, but, unless, they are admitted, through ingredients, as real and substantial ingredients in human nature, it becomes

impossible to account satisfactorily either for the consistency of any individual's behavior, or for the stability of any society (p.839). ”

Perloff (2003) has studied numerous definitions from scholars then combined all definitions by emphasizing the commonalities that attitude is “a learned, global evaluation of an object (person, place, or issue) that influences thought and action (Perloff, 2003, p.39)”

McCroskey (1968) easily put an attitude as an individual's predisposition to behave in a particular way in response to given situation in one's perceptual world and that it always has a frame of reference, or focus (McCroskey, 1968).

### **2.1.2 Nature and characteristics of attitudes**

An attitude is a form of thought through experience and influences an individual's behavior. Since attitudes are formed through experience, it means that an attitude can be change if an individual gains more experiences and new experiences contradict with the old ones and seem more reasonable. The message an individual learns becomes the individual's experience and it can affect the individual's attitudes (Benoit, 1968).

There are two basic components of attitudes: beliefs and values. Beliefs are true or correct when it seems to reflect the world and false or incorrect when it seems contradicted by the world. Values are judgments of worth; good or bad, useful or useless, expensive or cheap, efficient or inefficient. Together they form attitudes (Benoit, 1968). As we know that attitude is a thought or a judgment toward things and as there are many things related to individuals' lives, multiple attitudes are formed within a single individual.

Attitudes consist of three essential characteristics which are direction, intensity and salience. (1) The *direction* of attitude may be favorable, unfavorable or neutral, meaning no direction. There are ranges within the direction: all favorable, mostly favorable, all favorable, all unfavorable, mostly unfavorable, all neutrals or mostly neutrals. (2) *Intensity* refers to the strength of the attitude. It can be held with great intensity or with intensity lessening all the way to almost none. Various people holding attitudes in the same direction may differ greatly in intensity of attitude and the more intensity it consist; it is likely to produce the behavior. (3) *Salience* refers to

the perceived importance of the focus of attitude of the individual. For example, a man and a woman may have similar attitude toward the military draft but the attitude is much more notable for the man than the woman because it is likely to affect the man more directly (McCroskey, 1968)

### **2.1.3 Attitude formation**

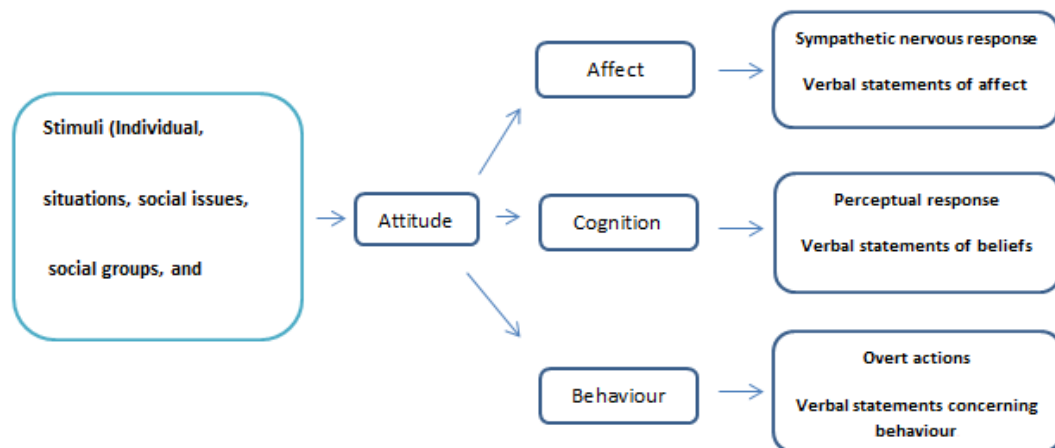
Perloff (2003) categorized the attitudes into three characteristics. (1) **Attitudes are learned.** People are not born with attitudes. The environment has a large impact in shaping the responses and modes of seeing the world. Alice Eagly and Shelly Chaiken (1998, p.27 cited in McCroskey, 1968) added that “individuals do not have an attitude until they first encounter the attitude object (or information about it) and respond evaluatively to it.” This means it begins to form immediately after we are born (McCroskey, 1968). (2) **Attitudes are global, typically emotional, evaluations.** Having an attitude means to categorize something and made a judgment of its net value or worth. This emphasizes that one is no longer neutral about the topic. Attitudes are always involved affect and emotions. They are complex with different components and formed in different ways. Attitudes can be regarded as large summary evaluations of issues and people (they are global or macro but not micro). (3) **Attitudes influence thought and action.** Perloff (2003) stated that attitudes (and values) organize the social world. They allow us to quickly categorize people, places and events and to figure out what is going on. They also influence behavior by guiding the actions and steering people in the direction of doing what ones believe (Perloff, 2003).

The expectancy-value approach by Martin Fishbein and Icek Ajzen In 1975 is still strong today. Fishbein and Ajzen described that attitude is a multiplicative combination of: strength of beliefs that an object has certain attributes and evaluations of these attributes (Fishbein and Ajzen, 1975).

### **2.1.4 The three basic components of attitude**

Eiser (1986) stated that the measurement of attitude and behavior fail to correlate in many examples. Attitude theorists believe that attitudes are an important cause of the kinds of behavior which interest social psychologists. This embodied in

the three-component view of attitudes. Rosenberg and Hovland, 1960 cited in Eiser, 1986, stated that attitudes are predispositions to respond to some class of stimuli with certain classes of response. The three types of response being are defined as affective (evaluative feelings and preferences), cognitive (opinions and beliefs), and behavioral or conative (overt actions and statements of intent) (Eiser, 1986).



**Figure 2.1** Schematic conception of attitudes in terms of three components. (Reproduced with permission of the Yale University Press, from C.1. Hoveland and M. J. Rosenberg (eds.), *Attitudes, organization and change: An analysis of consistency among attitude components*. New Haven, Conn.: Yale University Press, 1960, p.3. ) (Eiser, 1986)

#### 2.1.4.1 Affective component

Affective component or emotional component consists of evaluations of a person about liking response to an object, a person or an issue. For instance, if an individual has knowledge about global warming, the individual might have some concerns toward global warming.

#### 2.1.4.2 Cognitive component

Cognitive component is thoughts, beliefs and knowledge of an individual about the subject and need not to be correct (Cherry, 2013). For example, if an individual has knowledge about global warming and belief that it is a concerned issue; the individual would then feel negative toward the existence of the problem.

### **2.1.4.3 Behavioral component**

Behavioral component consists of cognition and affection which made up an attitude that influence an individual's behavior. For example, the belief of an individual that the global warming a concern problem and dislike its existence may influence the behavior of the individual to think of doing or actually do something about the problem.

Cherry (2013) also added that attitudes can also be explicit and implicit. Explicit attitudes are those that an individual is consciously aware of and that clearly influence the individual's behaviors and beliefs. Implicit attitudes are unconscious, but still have an effect on individual's beliefs and behaviors. Furthermore, it is assumed that people behave in accordance with their attitudes. However, social psychologists have found that attitudes and actual behavior are not always perfectly aligned. For example, people are unfavorable about the corruption yet, they fail to do things about it. Researchers have discovered that people are more likely to behave according to their attitudes under certain conditions as followed (Cherry, 2013):

- a) When one's attitudes are the result of personal experience.
- b) When one is an expert in the subject.
- c) When one expects a favorable outcome.
- d) When the attitudes are repeatedly expressed.
- e) When one stands to win or lose something due to the issue

### **2.1.5 The persistence of attitude**

Understanding how attitudes persist will lead to how they can be altered. Some attitudes persist over long periods of time. Reinforcement is a factor in producing persistence of attitudes as well as in forming them. For example, the attitudes of people in the United States toward Negroes. Massive persuasion has been exerted to accept the Negro citizen as an equal; however, many people continue to hold strongly anti-negro attitudes. Some of these attitudes persist because they are reinforced by the familiar environment of the persons holding them (McCroskey, 1968).

McCroskey (1968) describes that there are four factors which retain the attitudes. (1) *Selective exposure* is the most factors in the persistence of attitudes. It is the tendency of people to seek out communicative stimuli they think will be consistent with their attitudes, and to avoid communicative stimuli they think will be inconsistent with their attitudes. For example, one form friendships with people who have attitudes similar to ours or one joins organizations that represent views with which one agrees. All these actions are designed to place one in situations where communicative stimuli will be consistent with one's attitudes or to avoid getting one into situations where communicative stimuli will be in conflict with one's attitudes. (2) *Selective attention* is occurred when one is exposed to a communication and one attends to some parts of it more intently than to others. People cannot always avoid being exposed thus, one is selecting what one should attend to most closely and this selection is generally an unconscious process. One will tend to pay more attention to the parts of the communication consistent with one's attitudes and pay less attention to the inconsistent parts that might otherwise change one's attitudes. (3) *Selective perception* is when one unconsciously distorts the communicative stimuli so as to perceive it as consistent with one's attitudes. People frequently distort communicative stimuli they perceive as to reinforce their attitudes. (4) *Selective recall* is when people are unable to avoid the three mentioned above; selective is the tendency of people to remember communicative stimuli consistent with their attitudes and to forget inconsistent stimuli (McCroskey, 1968).

### **2.1.6 Effects of Attitude**

New data may have the effect of changing the direction of our attitude toward something. It may make us like something that we have opposed before (or it may do the opposite). It is also possible that a message will leave the direction of our attitude unaffected (McCroskey, 1968).

**A) Attitude change:** one possible effect of an argument is to change the direction of our judgment about something. In most cases the messages were designed with the hope that the symbols would prompt a change in people's thinking and action. There is one further key point to be made about attitude change effects. Some listeners changed attitude in a way desired by the message source. However, sometimes a

message backfires: The communication actually makes the listeners less favorable to the arguer's point. This is termed the "boomerang effect". Persons who have very extreme attitudes may well respond to a call for attitude change by moving in a direction opposite to that desired by the communicator (McCroskey, 1968).

**B) Attitude maintenance:** the second attitude effect is maintenance. In such a case the listener maintains the original position as measured by points on an attitude scale. There are three possible types of maintenance effects: (1) the original attitude direction is reinforced or strengthened, (2) the listener maintains the attitude by benign avoidance i.e., simply missing the significance of the message, and (3) the listener is upset by the message and actively resists it. To reinforce is to strengthen something already existing. The reinforcement effect takes place when a message further enhances one's original attitude. Many messages designed to change attitudes have the effect of reinforcing them. For example, if one is favorable to using seat belts in automobiles, a television spot on seat belts ("Buckle up for safety") may only remind me that one favors the belts without making one's attitude more positive. The television spot might not contain enough data to change the direction of attitude. As in "before" and "after" attitude scale, a researcher would conclude that the message had "not changed" one's attitude (McCroskey, 1968).

A second maintenance effect is unintentional avoidance. In this situation the listener does not recognize the implications of a message; therefore, it does not change the original attitude. The listener does not consciously avoid the information; rather, the listener's inattention is unintended. Unintentional avoidance may spring from several roots. For one thing the listener may not understand the message. In this case, its lack of effect would be expected. Secondly, the listener may not understand the significance of the message. That is, one may miss its relationship to the original attitude. Finally, a listener may accidentally miss part of a message.

The third factor of attitude maintenance may be termed active resistance to the message. By "active resistance" it means that the listener perceives the data, understands and appreciates the implications, and is bothered by them. Because the communication is upsetting, the receiver seeks to resist it or to reject the new information and maintain the old attitude (Sproule, 1980).

The active resistance effect assumes that people desire to avoid attitude change. Boulding (1956) said “our image is in itself resistant to change” He also added, “When it receives messages which conflict with it, its first impulse is to reject them as in some sense untrue (Boulding, 1956).”

**C) Attitude modification:** attitude change and maintenance both primarily involve the direction of our judgment about something. However, a message may affect certain facets of our attitude other than its direction. As a result of new data, an attitude may take on increased relevance. A message could make us more conscious of a concept. The attitude focus could also become more real for us. Attitude modification effects deal more with the organization of an attitude, its place in our image than with direction of judgment (McCroskey, 1968).

The concept of attitude differentiation represents another class of modification effects. Cronkhite said in his work that attitudes pertain to our assessment of objects. When confronted with new information that is inconsistent with and old attitude, we may “divide our attitude.” We may differentiate it into two or more parts. For example, a person has an unfavorable attitude toward policemen in general and assume further that the person has favorable encounter with a policeman. There might be an expectation in attitude change to result. The individual’s attitude toward “cops” might move toward the positive end of the scale. It is possible that the individual will regard the nice policeman as merely an exception to the rule. If so, the individual could divide or differentiate one’s attitude toward the police. One could keep one unfavorable attitude toward “policeman X”. In this case, the attitude focus is altered rather than the attitude itself (Cronkhite, 1969).

## **2.2 Media and attitude**

Attitudes are formed by learning from everything that surrounds us. One of the key factors that helps shape individuals’ attitude is the mass media. They affect how the individuals think and behave. The media can be said to be a way in which society uses to influence the individuals. The message in the media is the mean to change individuals’ attitudes and behaviors. Take television for instance, people are exposed to the same events at the same time as a result people feel they have shared

common experiences, even they were never actually together. This causes the exposed audiences to conform to the norms given by the media and this conformity can be either advantages or disadvantages of the society (thinkquest, 2000)

As mentioned above that attitudes are learned and that media are the easy way to access the audiences. Not only they are exposed to the audiences but they are repeated over and over. Repeated exposure method makes it easy for the audiences to accept what they have been exposed to as true or act as though they are true even when they know the messages are false (McDermott, 2010).

When talking about media influence or media effect, it is usually the downside of how the media are being used and how they can harvest the profit as much as they can from the audiences (McDermott, 2010). Mostly they are commercials and advertisements. However, there are many types of media in the world today due to the advance in technology. Not all the media are aiming to gain profits. The purposes of using media are varied; informing, entertaining and also educating. Many television programs feature the contents aiming to educate the audience. Nowadays not only the television programs aim to educate, the films are doing that, too; however, not all genre of the films are meant to educate, some of them are just for entertainment. One particular genre that really stands out in educating is documentary films. The purpose of documentary films are mainly informing and educating but to get the audiences' attention, persuasion technique is required. And when persuasion is used attitude is influenced.

### **2.3 Documentary film and attitude influence**

Documentary films are deemed to be the genre that creates a movement to the society. As we know that documentary films are mostly inform and educate the audience but deep within the information and education given lies the persuasion. It can be put as persuasive information and persuasive education. Sheila Bernard (2011) stated in her writing that documentary films are "like any form of communication...involves choice-making". By giving choices to the audience, persuasion technique is applied to urge the audience to know more and learn more. As mentioned above that documentaries creates movement by urging the audience know

and learn more which will gradually bring to the change in the audience themselves or as a whole of the society (Bernard, 2011).

## **2.4 Documentary and the society**

Mass media is said to be the most influential channel with a strong social and cultural impact to the society; therefore, this is predicated upon their ability to reach a wide audience with a strong and influential message (McLuhan and Fiore, 1964). Documentary films fall into the category of mass media. Jack C. Ellis (2005) stated that the purposes of documentary films are to inform, educate and to persuade. These will have the effect on attitudes and possibly leading to action (Ellis, 2005).

While the television was aiming at the sustainability of the human race, documentary films were intriguing look into the minds and hearts of some fascinating subjects. Things had shift after Michael Moore, an American filmmaker, used the medium as a microscope into the inequities of political culture. Many of the most critically acclaimed films of the past few years have tried to mobilize filmgoers through non-fiction films and wonder how much change do these films really inspire. “An Inconvenient Truth”, an Oscar-wining by Al Gore has been question regarding how much documentary film inspires real political mobilization gained some legitimacy. The non-fiction films have seen success in the past few years. This medium has suddenly become the go-to-form of political expression. However, people started wondering if these films weren’t inspiring any real change. Joe Berlinger’s “Crude” made the kind of waves not generally expected from documentaries.

Documentary may have finally become the social tool filmmakers hoped it would be decades ago. “Food Inc.” and “Fresh” tackling the industry have mobilized some farming events and screenings. These kinds of campaigns have expanded the debate about documentary film as a teaching tool. Today, non-fiction cinema inspiring social change has been evaluated by the University of Texas and end with the panel discussion at Harvard coinciding with a new Social Change Film Festival. This may be the new age in which documentary film becomes a viable political tool (Pinchevsky, 2010).

An Inconvenient Truth was one of the not many films that were ranked number 5 out of the top ten on May 28, 2009 by [www.toptenz.net](http://www.toptenz.net) to be the one of the movies that changes the world. With the description that “Whether or not you agree with his premise, there’s no denying that former Vice President Al Gore’s film about the possible dangers of global warming became a cultural phenomenon. In addition to being the fourth highest grossing documentary in U.S. history, An Inconvenient Truth is credited with raising awareness of the issue around the world and helping to make climate change a major subject of debate in subsequent political campaigns. In the years since its release, the film has become required viewing for government officials in a number of different European countries, and has even been used—to much controversy—as a part of the science curriculum in some American high schools. (Andrews, 2009)”

Harvard held a Gleitsman Social Change Film Forum hosted by the Center for Public leadership with the panel responded to the overarching question: Can film change the world? Liana Schwarz, Senior Vice President, Social Action from Participant Media said that films can change the world based on what happens around us and it happens at different levels. Certainly in the film “An Inconvenient Truth” may have not directly led the Nobel Peace Prize “but it’s part of a larger movement...I use this film in a very key way to help either create or rise up a movement”. She added that people come and get engage at any level they want to in the social action because they came in knowing about the issue while other people came in through the film solely, had never known about the issue before and their comfort level with the engaging maybe different than the other person” For example, “on An Inconvenient truth was to change the light bulb so we try and really make sure that everybody has a place of entry and that they can continue building from that” (Guttentag, 2010).

Victoria Hopper, Cofounder of SeaChange Communications added that popular media has a huge effect on public opinion and films been played an important role. “It’s a medium that touches people soul physically and emotionally and can affect how people think and feel about the world”, as a consequence of that effect, the action that they take in their daily life can have a big difference (Hopper, 2010).

Bill Guttentag, a filmmaker and lecturer from Stanford Graduate School of Business, stated that “social change is the idea to push idea forward to the benefit of the society and the way we do this is to inform people. A lot of time people don’t know what a problem is but you can tell them about the problem and they feel inspire to act and what is act mean. Act means they can send money, means they can talk to their friends, act means they can do change that they can work for change, change their own lives and I think people see the positive examples in films and say ‘wow I’m going to look at things differently’” (Guttentag, 2010).

If the films have the power to augment the knowledge and alter the attitude of their audience, this might mean they are infiltrate with persuasion.

## **2.5 Global warming and documentary film**

Global warming has been around for approximately four decades and it is becoming more severe in the last decade. The problem has outgrown from the over production and consumption.

In most of the articles entitled global warming share similar explanation about phenomenon that it is the unusually rapid increase in Earth’s average surface temperature over the past century primarily due to the greenhouse gases released as people burn fossil fuels. The global average surface temperature rose 0.6 to 0.9 degrees Celsius or approximately 1.1 to 1.6° F between 1906 and 2005 and the rate of temperature increase has nearly doubled in the last 50 years. Temperatures are certain to go up further. (Riebeek, 2010)

The consensus of scientists has come down to an agreement that the causes of global warming are part natural causes and part anthropogenic or man-made.

A majority of climatologists have concluded that human activities are responsible for most of the warming. Human activities, such as the burning of fossil fuels and the clearing of land contribute to global warming by enhancing Earth’s natural greenhouse effect. Most burning occurs in automobiles, in factories, and in electric power plants that provide energy for houses and office buildings. The clearing of land contributes to the buildup of CO<sub>2</sub> by reducing the rate at which the gas is removed from the atmosphere or by the decomposition of dead vegetation. These

human activities are accelerating and disturbing the natural climatological cycles in vast area.

The profound impacts of global warming are devastating. The rising of the temperature not only impacts the ecosystem but also every living creature on earth (Riebeek, 2010).

Many of documentary films focusing on the global warming would pact with the scientific information of how it affects the planet. For example, the area of the impact is varied; the environment, which mainly are the effects on the weather or the sea level and everything else besides the livings; for example, warming modifies rainfall patterns and amplifies coastal erosion. Changes in rainfall patterns could increase both flooding and drought in some areas. For most places, global warming will result in more frequent hot days and fewer cool days. Storms, floods, and droughts will generally be more severe as precipitation patterns change. And also the ecosystem, which involves animals and plants and the way in which they are related to each other and to their environment. Migrating animals have to start seeking food sources earlier due to the shifted of growing season in many parts of the globe. This causes the changes of habitat and the difficulty surviving in new habitat. (earthobservatory.nasa, 2010)

However, not many of documentaries come forward to say it is anthropology and how it directly affects us. "An Inconvenient Truth" became a big hit after its release for presenting the fact of how we, humans are the cause of the global warming and how it will affects us later on. For example, the hardest hit will be those living in low-lying coastal areas, and residents of poorer countries who do not have the resources to adapt to changes in temperature extremes and water resources. The reach of some infectious diseases will become threats to human health, such as malaria and dengue, will change and might spread to larger regions. (earthobservatory.nasa, 2010)

When "An Inconvenient Truth" was released in Thailand, it was limited. Only small sums of people get to see it. As Thailand has witnessed and suffered from a variety of natural disasters, the non-government organizations starting to put their hands on it. In 2007, Asian Tsunami hit parts of Thailand. Not long after that the nation has been plagued by recurring inundation caused by lengthy and heavy

rainfalls, intense drought, severe cold weather conditions, and declining quality and production of agricultural crops, etc.

As a result, the Thai government seriously takes these matters into account, either by implementing health and environmental policies or by cooperating with other nations and/or organizations in a mutual effort to confront the global warming. The city of Bangkok, on the other hand, also has been tackling the effects of global warming through specific approaches that would eventually become the most challenging task for both provincial and state authorities in the future (National News Bureau of Thailand, 2010).

### **2.5.1 An Inconvenient Truth**

Many of the documentary films have been informing, presenting and advising on how to subside the global warming. As mentioned before that documentary film like “An Inconvenient Truth” became the talk of the town, not only because it gave an easy scientific explanation including reproached human for their irresponsibility but also the speaker himself caught the attention of the world.

The case study that will be used to study the change in attitude in Thai audiences is the documentary film called *An Inconvenient Truth* by Al Gore, the former United States Vice President which directed by Davis Guggenheim that has been ranked in the top five since its release and has been credited for raising international public awareness of climate change.

This documentary is about Gore’s campaign to educate citizens about global warming via a comprehensive slide show. The idea of this film came from Laurie David who saw Gore’s presentation at a town-hall meeting on global warming which coincided with the opening of the movie *The Day After Tomorrow*. David was so inspired by Gore’s presentation that she and Lawrence Bender met with Davis Guggenheim to adapt the presentation into film. (West, 2011)

The Wikipedia have given the full synopsis of the 94 minutes long documentary film, “An Inconvenient Truth” that it focuses on Al Gore and his travels in support of his efforts to educate the public about the severity of the climate crisis. Gore says, "I've been trying to tell this story for a long time and I feel as if I've failed to get the message across."(Revkin, 2006) The film documents a Keynote presentation

(dubbed the slide show) that Gore has presented throughout the world. It intersperses Gore's exploration of data and predictions regarding climate change and its potential for disaster with his own life story.

The former vice president opens the film by greeting an audience with a joke: "I am Al Gore; I used to be the next President of the United States." (Rainer, 2006) Gore then begins his slide show on climate change; a comprehensive presentation replete with detailed graphs, flow charts and stark visuals. Gore shows off several majestic photographs of the Earth taken from multiple space missions, Earthrise and The Blue Marble. (Ebert, 2006) Gore notes that these photos dramatically transformed the way we see the Earth; helping spark modern environmentalism.

Following this, Gore shares anecdotes that inspired his interest in the issue, including his college education with early climate expert Roger Revelle at Harvard University, his sister's death from lung cancer and his young son's near-fatal car accident. Gore recalls a story from his grade school years, where a fellow student asked his geography teacher about continental drift; in response, the teacher called the concept the "most ridiculous thing [he'd] ever heard." Gore ties this conclusion to the assumption that "the Earth is so big, we can't possibly have any lasting, harmful impact on the Earth's environment." For comic effect, Gore uses a clip from the Futurama episode (an American animated science fiction sitcom created by Matt Groening (The Simpsons) and developed by Groening and David X. Cohen for the Fox Broadcasting Company) "Crimes of the Hot" to describe the greenhouse effect. Gore refers to his loss to George W. Bush in the 2000 United States presidential election as a "hard blow" yet subsequently "brought into clear focus, the mission [he] had been pursuing for all these years" (Internet movie data base, 2011).

Throughout the movie, Gore discusses the scientific opinion on climate change, as well as the present and future effects of global warming and stresses that climate change "is really not a political issue, so much as a moral one," describing the consequences he believes global climate change will produce if the amount of human-generated greenhouse gases is not significantly reduced in the very near future. Gore also presents Antarctic ice coring data showing CO<sub>2</sub> levels higher now than in the past 650,000 years.

The film includes segments intended to refute critics who say that global warming is unproven or that warming will be insignificant. For example, Gore discusses the possibility of the collapse of a major ice sheet in Greenland or in West Antarctica, either of which could raise global sea levels by approximately 20 feet (6 m), flooding coastal areas and producing 100 million refugees. Melt water from Greenland, because of its lower salinity, could then halt the currents that keep northern Europe warm and quickly trigger dramatic local cooling there. It also contains various short animated projections of what could happen to different animals more vulnerable to climate change.

The documentary ends with Gore arguing that if appropriate actions are taken soon, the effects of global warming can be successfully reversed by releasing less CO<sub>2</sub> and planting more vegetation to consume existing CO<sub>2</sub>. Gore calls upon his viewers to learn how they can help him in these efforts. Gore concludes the film by saying:

"Each one of us is a cause of global warming, but each one of us can make choices to change that with the things we buy, the electricity we use, the cars we drive; we can make choices to bring our individual carbon emissions to zero. The solutions are in our hands, we just have to have the determination to make it happen. We have everything that we need to reduce carbon emissions, everything but political will. But in America, the will to act is a renewable resource (Gallo, 2007, p. 92)."

During the film's end credits, a photographic slideshow pops up on screen suggesting to viewers things at home they can do to combat climate change, including "recycle", "speak up in your community", "try to buy a hybrid vehicle" and "encourage everyone you know to watch this movie (Philander, 2008)."

Gore's book of the same title was published concurrently with the theatrical release of the documentary. The book contains additional information, scientific analysis, and Gore's commentary on the issues presented in the documentary. A 2007 documentary entitled *An Update with Former Vice President Al Gore* features Gore discussing additional information that came to light after the film was completed, such as Hurricane Katrina, coral reef depletion, glacial earthquake activity on the Greenland ice sheet, wildfires, and trapped methane gas release associated with permafrost melting. (*An Inconvenient Truth*, 2006)

The scientific basis that Gore uses as the film's thesis is that global warming is real, potentially catastrophic, and human-caused. Gore presents specific data to that supports the thesis including the Keeling curve, (a graph showing the variation in concentration of atmospheric carbon dioxide in 1958) measuring CO<sub>2</sub> from the Mauna Loa Observatory. The retreat of numerous glaciers is shown in before-and-after photographs. The study by researchers at the Physics Institute at the University of Bern and the European Project for Ice Coring in America presenting data from Antarctic ice cores showing carbon dioxide concentrations higher than at any time during the past 650,000 years. (Seigenthaler, 2005) The temperature record since 1880 shows that the ten hottest years ever measured in this atmospheric record have all occurred in the last fourteen years. A 2004 survey, By Naomi Oreskes of 928 peer reviewed scientific articles on global climate change published between 1993 and 2003. The survey published as an editorial in the journal *Science* found that every article either supported the human-caused global warming consensus or did not comment on it (Oreskes, 2004).

Eric Steig stated that there might be some minor errors according to the scientific facts but the film got the fundamental science right and the minor factual errors did not undermine the main message of the film and added that An Inconvenient Truth rests on a solid scientific foundation (Steig, 2007). Lonnie Thompson, Earth Science professor at Ohio State University, whose work on retreating glaciers was featured in the film stated "It's so hard given the breadth of this topic to be factually correct and make sure you don't lose your audience". Thompson added that "as scientists, we publish out papers in *Science* and *Nature*, but very few people read those. Here's another way to get this message out. To me, it's an excellent overview for an introductory class at a university. What are the issues and what are the possible consequences of not doing anything about those changes? It has tremendous value. It will reach people that scientists will never reach." (Mieszkowski, 2006)

## 2.6 Rhetorical communication

Persuasion infiltrates into almost every kind of conversation. Rhetorical communication or the use of words is considered to be one of the tools in persuasion. It is in fact the primary tool by which one manipulates and controls the thoughts and actions of other ones, as well as the environment in which one lives. However, the terms *manipulate* and *control* are not used in an insulting sense. McCroskey (1968) said that the importance of the skill of rhetorical communication is evident. It is the most important and valuable skill one can possess. Daniel Webster, a leading American statesman and senator during the nation's Antebellum Period, once put it, "If all my possessions and powers were to be taken from me with one exception, I would choose to keep the power of speech, for by it I could soon recover all the rest". The term *speech* used by Webster is synonymous with rhetorical communication (McCroskey, 1968).

### 2.6.1 The meaning of rhetorical communication

McCroskey (1986) explained that communication has become one of the most commonly used words in the English language. Thousands of jobs in the contemporary world deal with communication. The word communication might appear to have many different meanings. It may refer to the process of transferring messages from one place to another, or it may refer to the process of one individual's stimulating meaning in the mind of another by means of a message. This definition covers three types of communication.

*Accidental communication* occurs when one individual stimulates meaning in the mind of another individual without having any intention of doing so and without necessarily knowing that he or she has done so.

*Expressive communication* arises from the emotional or motivational state of the individual. The messages are sent out with represent the individual's state of feeling. Sometimes there is intention to communicate with another individual.

*Rhetorical communication* may be define as the process of a source stimulating a source-selected meaning in the mind of a receiver by means of verbal and non-verbal messages. In this definition, *source* means the individual, or group of individuals from whom a message emanates. The "source-selected meaning" is when

the meaning of the message is set for the receiver this is likely to happen when the communication is successful and if it is not, receiver-selected meaning will be created. This means that the receiver understands differently from what the source is expected. The “verbal message” is the symbolic language that may be transmitted to a receiver either by oral or by written means.

McCroskey added that rhetoric communication is goal-directed. It aims to produce specific meaning in another individual’s mind. This type of communication has specific intent on the communicator to stimulate a particular meaning in the mind of the receiver.

The term “rhetoric” itself according to Merriam Webster dictionary (2011) is the art of speaking or writing effectively. While in *Rhetoric Review* in the article “On Schiappa versus Poulakos” said that rhetoric is the art and study of the use of language with persuasive effect (Johnstone, 1995).

Many philosophers and scholars have tried to give the definition to the word “rhetoric”. Aristotle was among the first philosophers to define such word that it is “the faculty of discovering in any particular case all of available means of persuasion (Kennedy, 1991).” One aspect of rhetoric to study and theorize which Aristotle pointed was the three persuasive audience appeals: logos (the nature of the message presented by the source to the audience.), pathos (the emotion of the audience), and ethos (the nature of the source). It was a central part of Western education, filling the need to train public speakers and writers to move audiences to action with arguments (Johnstone, 1995).

Cicero, the great roman orator, defined rhetoric as a “speech designed to persuade.” Richard Weaver said that it is a creation of “an informed appetite for the good.” While Kenneth Burke defined more in details that “the most characteristic concern of rhetoric [is] the manipulation of men’s beliefs for political ends..the basic function of rhetoric [is] the use of words by human agents to form attitudes or to induce actions in other human agents.” Andrew King and Jim Kuypers defined it as “the strategic use of communication, oral or written, to achieve specifiable goals.” (*The Art of Rhetoric Criticism*, 2004) While Michael E. Eidenmuller (2011) added more terms into the definition of the rhetoric that it “is a rational study and artful practice of human symbol use (especially if not exclusively with words) when and

where those symbols target identifiable communities of interest to create, enhance, undermine, or otherwise influence human belief, attitude, emotion, judgment, behavior (Eidemuller, 2011).”

Most definitions given above have similar keywords that are used to define rhetoric which are “language” use in speaking or writing to “persuade” or “influence” the “attitude” and “behavior.”

As mentioned above in the definition of Aristotle’s rhetoric that focused on three persuasive audience appeals which are ethos, pathos and logos. McCroskey (1968) explained that “ethos” is a dominant factor in persuasive communication.

### **2.6.2 Three pillars of persuasion**

#### **Ethos**

McCroskey has defined “ethos” as the attitude toward a source of communication held at a given time by a receiver. Source-credibility, prestige, and personal proof are terms that have been used to refer to ethos. There are three kinds of ethos. The first kind of ethos is *Initial ethos*; it is the ethos of a source prior to the beginning of a given communicative act. The second one is *derived ethos* which is the ethos of a source produced during the act of communicating. This includes the impact of the message, the effect of the circumstances in which the communication takes place and the delivery of the message. The third is *terminal ethos* which is the ethos of a source at the completion of a communicative act. It is the final product of the interaction of initial and derived ethos (McCroskey, 1968).

The source’s ethos does not mean that the source has ethos. It is instead the receiver that has the ethos toward the source. This is similar to the attitude that is formed within the receiver. The source’s ethos may vary from time to time even with the same receiver. Like attitudes, ethos is subject to change as a result of experiences the receiver has with the source. It can usually change through a single communication act.

McCroskey (1968) explained that ethos is somewhat different kind of attitude. It is multi-dimensional. Aristotle once identified the dimension as intelligence, character, and good will (Cooper, 1932). Later, three social psychologists,

Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, identified the dimensions as expertness, trustworthiness, and intention toward the receiver (Hovland, Janis and Kelley, 1953).

Nedra Reynolds (1993), professor of Writing & Rhetoric explained that “ethos, like postmodern subjectivity, shifts and changes over time (p.336).” She added that “ethos can be faked or manipulated” because individuals would be formed by the values of their culture and not the other way around. Ethos has become a tool for manipulation and is mostly falsified in modern times. It is mostly used by people of power and has become a tool to create a relation with the audience to persuade their beliefs in the way the speaker intended to be and allowed radical ideas to be more widely accepted by the masses.

#### **A) Initial ethos**

Initial ethos has been concerned by most of the experimental research. McCroskey (1968) explained that many studies had been selecting or creating sources with different initial levels of ethos and attribute a same message to the different sources for comparable audiences, and measure the differences in persuasive effect which is usually the attitude change between or among the sources. In all these studies, initial ethos based on the background and personal characteristics of the false sources, was found to have a significant effect upon the degree of attitude-change produced by messages given to the sources as identified. Such things as education, experience, and reputation are expected to influence initial ethos. Aronson and Golden (1962) found that the objectively irrelevant factor of race did not affect the ethos of a communicator who was an engineer discussing the value of arithmetic, but when the communicator was a dishwasher discussing the same topic, race did have an effect on ethos (Aronson and Golden, 1962).

McCroskey concluded that initial ethos is a very powerful factor in persuasive communication. A source’s background, personal characteristics, and appearance all contribute to his initial ethos.

#### **B) Derived ethos**

The communicators cannot depend upon their initial ethos but they have to build their ethos with their message. McCroskey (1968) explained that a source’s ethos is highly subject to modification by the content and presentation of the message.

The things the communicator chooses to discuss, the arguments he uses, and the support for his arguments are rhetorical choices, which are really important in building the ethos. We tend to feel that communicators who express views similar to our own are more credible than those who express contrary views. A communicator may build his ethos by supporting things his audience likes, and then draw upon his augmented ethos to gain their approval of other things.

A communicator with moderate-to-low ethos could increase his ethos by including factual material and opinions attributed to qualified sources. However, this effect may not give such result to all topics (McCroskey, 1968).

Delivery is another factor which applies most directly to oral communication. Good delivery tends to increase a communicator's derived ethos and bad delivery tends to decrease it.

Another factor that McCroskey believes is related to derived ethos is the sincerity of the source. A sincere communicator should be more credible than an insincere one. Hildreth (1953) found that sincerity does not make a difference, but that *apparent* sincerity does. Hildreth's study found that the subjects in his study could not distinguish between sincere and insincere communicators, but those the subjects perceived as sincere received significantly higher ratings for effectiveness than those they perceived as insincere (Hildreth, 1953).

Good will is primarily a process of getting the audience to perceive the communicator as having the right attitude toward them. Most people consider open-mindedness as a desirable quality; therefore, the communicator should avoid giving the impression that he is strongly biased on the topic being considered. In oral communication, direct and forceful delivery will be helpful. But to appear objective is to appear open-minded, so considering the other side of the question will tend to improve a communicator's ethos.

In conclusion, the communicator who carefully select the right prepositions, certain that they are not highly discrepant with audience's attitudes; who support the arguments with evidence from well-qualified sourced, presents the message in a sincere manner; who established common ground and good will with the audience and make the audience aware of the favorable aspects of the communicator's background will be most likely to increase the ethos (McCroskey, 1968).

### **C) Terminal ethos**

Terminal ethos is the product of the interaction between initial ethos and derived ethos. It can be higher or lower than, or equivalent to initial ethos. In some cases, terminal ethos will be the communicator's prime concern.

McCroskey (1968) explained that communication can be classified either concept-centered or ethos-centered. The distinguish between these two is that concept-centered primary aim to modify an audience's attitude toward or understanding of something while an ethos-centered is designed primarily to enhance the ethos of the source. Most of communications fall into the first category which is concept-centered, but ethos-centered communications are still common. The communicator will want to communicate with the same audience again. His terminal ethos given after the communication will be the initial ethos for the next communication. Therefore, the communicator must take care to build and preserve the ethos each time he communicates with a given audience.

### **Pathos**

Pathos is the act of putting the audience into a certain frame of mind. Pathos is a communication technique used in rhetoric and in literature, film and other narrative art. It is the use of language; vivid language, emotional language and numerous sensory details to stir the audience's emotion.

Pathos in Greek stands for suffering or experience. It is often associated with emotional appeal. Ramage (1998) suggested that a better equivalent might be appeal to the audience's sympathies and imagination. An appeal to pathos causes an audience not to just respond emotionally but to identify with the communicator's point of view, to feel what the communicator feels. The values, beliefs, and understandings of the communicator are suggested in the message and expressed imaginatively to the audience. He concluded that pathos refers to both the emotional and the imaginative impact of the message on the audience and that it is the power with which the communicator's message moves the audience to decision or action (Ramage, 1998).

Henning (1998) described that persuasion from pathos involves engaging the readers' or listeners' emotions. Appealing to pathos in the audience, the communicator establishes in them a state of reception for the communicator's ideas (Henning, 1998).

In order to establish any desired state of emotion in the audience, the communicator might have to know about psychology. In the Rhetoric itself, Aristotle advises communicators how to create anger toward some ideal circumstance and how to create a sense of calm in readers or audiences. He explains principles of friendship and enmity as shared pleasure and pain. He discusses how to create in audience a sense of fear and shame and shamelessness and kindness and unkindness and pity and anger and so on.

However, Aristotle warned that getting the audiences to receive the communicator ideas by making them "pleased and friendly" or "pained and hostile" is playing on audiences' emotions in ways that make them mindless of concepts and consequences can corrupt the judgment of both individuals and the community (Henning, 1998).

### **Logos**

Logos is the third appeal in rhetorical communication. Logos focuses on an apparent proof which provided by the communicator. Logos can be simply put as the logic, facts and statistics used to support the communicator's argument. Persuading by the use of reasons, giving reasons is the heart of the argumentation. The term "logos" in Greek means "word". It refers to the internal consistency of the message; the clarity of the claim, the logic of its reasons and the effectiveness of its supporting evidence (Ramage, 1998).

For Aristotle, logos enables the human to perform as no other animal can. It is the use of reason. It makes it possible for the communicator to perceive and make clear to others through reasoned discourse (Rahe, 1994). Arguments from reason or the logical arguments have some advantages. For example, data are difficult to manipulate, so it is harder to argue against such argument.

There are two types of logical argument; inductive argument and deductive argument. An inductive argument is a type of reasoning that moves from the specific to the general. This argument is based on a limited number of examples and from this examples, the communicator attempts to make it a more general or universal rule. To easily put, a specific example is held up and then is claimed that what is true for it is also true for a general category. For example, a character in the movie presents a bad

woman wearing a big earring and wearing a red lipstick with short skirt; therefore, all women who wear big earring, red lipstick and short skirt are probably bad women.

Deductive reasoning, also called syllogistic reasoning works in the other way around. It's the type of reasoning that moves from general to specific; i.e., it begins with a general or universal rule accepted by most people and then tries to show how a specific example fits into the larger category. For example, all doctors are rich. He's a doctor; therefore, he must be rich (Wheeler, 2011).

## **2.7 Related researches**

There is research confirmed that persuasion is used in a documentary film. SuwatItsarothaikul (2007) conducted a research called "propaganda technique and language use in the Michael Moore documentary film: Fahrenheit 9/11". This research investigates the propaganda which is the subset technique of persuasion presented in documentary film. The result of the study shows that several kinds of propaganda techniques infiltrated within the movie. The techniques that were identified are name-calling, testimonials, card-stacking, the bandwagon approach and transfer. The filmmaker uses such propaganda techniques to "evoke the audience's emotions (p.125)." Suwat concluded that not all documentary films are signified with propaganda. Documentary film such as those produced by National Geographic, which present information in a neutral way with no attempts whatsoever at employing propaganda can still be found. However, it is worth noting that besides such documentary films, many contemporary documentary films are becoming more overt in terms of persuasion attentions and goals. Suwat added that "An Inconvenient Truth" by Al Gore in 2006 and "The 11<sup>th</sup> Hour" by Leonardo DiCaprio in 2007 are both rhetorical documentary films which are characterized by persuasive goodwill and aimed at raising people's awareness of the crisis of global warming (Itsarothaikul, 2007).

"Factors Influencing the Effectiveness of Nazi Propaganda" was conducted by NongpanSrisai in 2006. The objectives in the study were to study forms and means of Nazi propaganda during the Nazi Seizure of Power and factors

influencing the effectiveness of Nazi propaganda through mass media in newspaper, radio, and film. To study the forms, methods and contents of mass media, Nongpan used the theory of persuasive communication and propaganda to analyze. The findings show that new system of propaganda was developed which emphasized mass emotionalism and violent provocation. This strongly influenced the opinions of German people with its systematic intention and workable policies. Nongpan added that this was not only confined to the political field but also extended to cultural activities. The purpose of the propaganda used by Nazi was first to attract public attention and media coverage then to change the patterns of traditional behavior. The Central Propaganda Office controlled five sections of mass media; press, radio, film, theatre, and literature, whereas the Propaganda Ministry cooperated all tasks involving cultural activities; literature, theatre, music, films, fine arts, press and broadcasting, to verify these different categories before the publication. Nongpan stated that during the time that Nazis came to power, the German film industry was the most powerful in Europe. More than 1,000 films were made by the Nazis. Films were categorized into propaganda and entertainment which of course, Nazis paid more attention to the propaganda films. The Nazis' target audience was always young people. Radio on the other hand became an influential instrument in creating the indoctrinated type of obedient followers of the regime. From the study, Nongpan found that Nazis' mass media could reach a large number of Germans, and each had a different influence on the audiences but the Nazis' films were the most efficient medium in appealing and persuading the audiences to change their attitude, behavior, or knowledge (Srisai, 2006).

A research "Getting the message across: using media to reduce racial prejudice and discrimination" was conducted for communities and local government by Mike Sutton, Barbara Perry, Jonathon Parke and Catherine John-Baptiste in 2007. Due to the issue of racism and discrimination is still lingering on even though the government has been working on the issue for more than 15 years, the communities and local government commissioned the research to examine what works and what does not work and why in the use of the media to reduce racial prejudice in England and Wales. The central aim of the research is to determine the most effective methods of persuasively communicating messages to reduce racial prejudice so that findings

can assist decision making for future media-based to reduce the issue in the workplace and elsewhere in society. The method used in this research includes the concerning of effective communication in anti-racism and discrimination, an examination of a number of media-based initiatives to reduce the issue and a retrospective evaluation using the realist approach of three national campaigns. The review consists of material written and published between 1990 and 2005 in a total of 65 documents, including published and unpublished reports, books and journal articles.

The findings reveal that media based campaigns represent one medium for effectively influencing people's attitudes on a range of social issues. Although some campaigns have proved effective in influencing people's attitudes, others appear to have reaffirmed stereotypes. Furthermore, little research has been conducted into the impact of media campaigns or other prejudice reduction programmes on beliefs, and even less on their impact upon the behaviour of racially prejudiced individuals, victims or those witnessing racial prejudice. Use of the media to reduce racial and ethnic prejudice is a strangely neglected research area. In addition, if a source is seen as having credibility, attractiveness, expertise, status, and power it is more likely to reduce prejudice and repetition of the message is more likely to reduce prejudice. However, the use of facts and information is not sufficient to change attitudes. Moreover, when presenting a message, contrast is key. Salient communications are more likely to get the intended recipient's attention and a message is more likely to be effective if it is straightforward, jargon-free and avoids emotionally extreme language (Sutton et al, 2007).

A research, "Media and Intergroup Relations: Research on Media and Social Change", was conducted for The 6<sup>th</sup> Dubai International Film Festival by Nichole Argo, ShamilIdriss, and Mahnaz Fancy. The research was interested in the impact of media on the real world and society. The research has viewed that the media somehow have too much of freedom of expression and lead to social problems when the media contain too much of violence messages. News and entertainment media agencies often react to criticisms that they feed simplistic and negative stereotypes of feature too much sex and violence in their productions by noting that they merely cater to the interests of their audiences. They give people what they want. Several findings were discovered in the research. Research on media effects tell that media influences

world views, social perception and behavior in complex ways.

The first impact that is highlighted is that the central importance of personal self-esteem. Because social identity is a strong factor influencing one's individual esteem, stigmatizing depictions of our social groups affect our self-esteem and motivations as individuals. In response to media's portrayal of harm or perceived slight against identity-groups to which we belong, we are likely to hold on even more tightly to our social identities and this can lead to increased tension or even violence between groups (Argo et al, 2009).

Furthermore, the research has learned that media's ability to change attitudes and stereotypes is often indirect media consumers are giving careful attention against explicit attempts to persuade them. Instead, they are more likely to be influenced implicitly, via emotions and via media that influence their views of social norms or the media messages that weren't designed to change attitudes or behavior.

A research conducted by Jennifer Doak in 2008 from Georgetown University called 'Al Gore, "An Inconvenient Truth" and environmental discourse in the public sphere' was aimed to determine what made An Inconvenient Truth so powerful. Through a rhetorical criticism and news media analysis, Doak showed how Gore's film transformed the environmentalist movement into one that changed attitudes and enabled collective action.

Doak stated that previous environmental works had focused too much on scientific uncertainty, specific events not related to a broader environmentalist theme, and hard, complex data. An analysis of the film's rhetorical techniques and arguments indicated how the work differed from previous environmental coverage, showing that the use of a narrative to connect isolated image events to the larger scope of global warming moved audiences and united environmental discourse in a way that had not previously been seen. To reinforce its influence on the public sphere, Doak analyzed news media coverage of these rhetorical devices before and after the film's release to determine the extent to which global warming became a top agenda for the news media and the public sphere as a whole (Doak, 2008).

Doak stated in the research about ethos of Gore as a politician and Gore as human that Gore was a central figure in the media was during the 2000 election, where he famously won the popular vote but lost the presidency to George W. Bush. As a

result, Gore felt the need to remind the public of his long tenure as a politician, during which he consistently made the environment a priority. Doak said that the footage of Gore stepping off planes, waving to crowds, speaking at campaign rallies, and interrogating environmental experts at congressional hearings was designed to remind the audience of Gore's long political experience. However, this is not the only or indeed the primary way in which Gore wishes to be seen in the film. In the temporal thread that details Gore's lifetime over the past 50 years, what is emphasized most is his experience as a student, as a human being, as a father, son, and brother. The opening scene, in which he describes the beauty of nature, shows that Gore is first and foremost a lover of the natural world, and reminds the audience of a part of their lives they often take for granted (Doak, 2008).

Doak explained that the logos of *An Inconvenient Truth* is presented in such a way that makes the crisis of global warming seem like an obvious problem to the audience. Even though the audience is being educated on the topic, Gore presents the information in a way that relies heavily upon common knowledge and causal relationships between generally known and unknown information. Complicated scientific studies and measurements are shown to be explanations for changes the audience already experiences in the environment or reads about in the news. Doak stated that this intuitive way of presenting information makes the lessons Gore is teaching easy to swallow and absorb with the information more palatable by relying more heavily on the information presented by experts rather than on his own authority; because he often refers to himself as a student, the audience feels they are on equal intellectual footing. The hard science was presented with simple graphs that showed strong relationships, and the audience was able to clearly see how global warming was a human-caused phenomenon, thereby becoming authorities capable of creating change and educating others.

The slideshow presentation the Gore present often adopts the tone of a teacher. By using short, declarative sentences and carefully presenting scientific support for his argument, even asking rhetorical questions, he is perhaps evoking the second teacher in his introductory story. With his simple logical deduction accompanied by graphics, is easy for even someone with a limited knowledge of the environment to understand. This not only presents a logical explanation but also

makes the problem more urgent. Doak stated that Gore, again begins by anticipating the audience's reaction to the graph, positing what some people would say when presented the data with no context. He then answers this with a surprising overlay of more drastic change in ocean temperatures. This anticipation makes the audience's unlearned reaction seem logical; they don't change their attitude not because they aren't intelligent, but because they do not yet have the information they need to change. Gore then presents the unexpected data of actual ocean temperatures, giving the audience the necessary information (Doak, 2008).

Doak explained that the most often used emotional appeal seen in the film is the connection between environmental responsibility and morality. Previously, environmental pathos would involve disappearing forests or animals without homes. . The broader connection to the effects it would have on our children and grandchildren, if it was made at all, was abstract and remote; imaginable consequences of ignoring global warming were not readily given to the audience. The tragedies Gore shares about the experience of his near death son and his sister's death of lung cancer are common. Many Americans know people that died of lung cancer, and car accidents are ubiquitous. The stories resonate with many people in the audience in ways graphs and charts cannot do on their own. Furthermore, the image event of Hurricane Katrina is especially important because it brings the destruction of the storm to the front and center of the audience's collective consciousness. Beyond the scientific and visual evidence that the ice caps are, in fact, melting, Gore is providing concrete examples of how that can affect organisms that had no part in causing global warming. Gore's last words to the audience are an especially powerful emotional appeal. Gore "believes" global warming is a "moral issue," indicating that he is not going so far as to "know" it is an issue, but that his personal sense of morality indicates that global warming should be a top priority (Doak, 2008).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The research method employed data collection in this study was a content analysis and a focus group. A content analysis was used to analyze the rhetoric of the documentary film “An Inconvenient Truth” and the focus group was applied as a tool in collecting the data to draw out perceptions from different participant groups participated in the documentary film case study session.

#### **3.1 Rhetoric of the film**

In this study, the researcher chose to analyze the film’s content not the discourse of Al Gore in the film. The researcher used the three pillars of persuasion as an approach in analyzing, which are ethos, in this research is represented as Al Gore’s characteristic perceived through his presentation of the film, logos as scientific evidences such as graphs and statistics, and pathos as content that trigger the audience’s emotion.

#### **3.2 Focus groups as a research technique**

Focus group was used as a tool in collecting the data for the study due to that it is a form of qualitative research that provides the in-depth information through perceptions, opinions, beliefs and attitudes towards a particular subject (Henderson, 2009) rather than the ‘yes’ and ‘no’ questions.

The purposes in using the focus group method are (1) to get insight from the participants. The researcher has the advantage in not only listen to the content of the focus group but emotions, ironies, contradictions, and tensions. (2) To get elicit information from combined local perspectives.

In this focus groups brought participants who shared interests in common themes. In This case all participants were undergraduate students separated by the field of the study and gender. The focus groups provided opportunities to explore knowledge and attitude toward the documentary film with an ongoing problem; in this case, the global warming. The data were collected through audiotape and transcribe with an observer.

### **3.3 Participants of the study**

As mentioned earlier that focus group was used as a tool in conducting the study, purposive sampling was used in the study to conform to the focus group techniques mentioned above. The type of purposive sampling the researcher chose in this study was the type number 5 called **typical case sampling** (Patton, 1990). Typical case sampling is a purposive sampling technique used when a researcher is interested in the typicality of the units; for example, people, cases, events, settings/contexts, and places/sites. The word typical does not mean that the sample is representative in the sense of probability sampling, which means the sample shares the same or similar characteristics of the population being studied. Rather, the word typical means that the researcher has the ability to compare the findings from a study using typical case sampling with other similar samples (i.e., comparing samples, not generalizing a sample to a population). Therefore, with typical case sampling, the sample cannot be used to make generalizations to a population, but the sample could be illustrative of other similar samples (Laerd, 2012).

The population sample was the undergraduate students from two universities, Mahidol University and Silpakorn University.

The researcher chose Mahidol University due to it has been ranked #34 in Asia and #1 in Thailand in 2011. QS Quacquarelli Symonds Ltd, published QS Asian University Rankings and Mahidol University has been ranked #1 in Thailand for 3 consecutive years by QS since it started the QS Asian University Rankings in 2009. Whereas Other Thai universities that are ranked among top 200 Asian universities this year include Chulalongkorn University (#47 in Asia), Chiang Mai University (#67 in Asia), Thammasat (#88 in Asia), and Kasetsart University (#120 in Asia). (QS

Quacquarelli Symonds, 2011) Furthermore, The Times Higher Education Magazine Launched the “Top 100 Asian university Rankings 2012-2013” for the first time and Mahidol University ranked 61<sup>st</sup>. The Asia rankings used 13 separate performance indicators to examine each university’s strengths against all its core mission: teaching, research, knowledge transfer and international outlook. All data are collected, analyzed and verified by global data provider Thomson Reuters. The two Thai universities included in Asia’s top 100 were King Mungkut’s University of Technology Thonburi, which ranked 55<sup>th</sup> and Chulalongkorn University in the 82<sup>nd</sup>. For Silpakorn University, it has students enroll in art field more than science field. And by the different between arts and sciences might show some differences in perspectives.

The reason the researcher chose undergraduate students as population sample was that students will soon to be the future of the nation and as documentary films aim to educate, it might at some point influence their perception that result in the way they choose how to live their lives in the future to come.

All 35 students from two universities were divided into 7 groups that are homogenous in characteristics which will provide the information needed as aimed in the objectives of the study. The characteristics used to divide the groups are the field of the study; sciences / arts and gender, to see the difference made according to the characteristics divide. The participants majored in medicine, engineering and decorative arts.

The total number of population for is research is 35 which will be divided into 7 groups as mentioned earlier.

- 2 groups of Mahidol University students in science field
- 5 groups of Silpakorn University students in art field

5 questions related to rhetoric communication were used in getting the information from the each group of population sample which were coherent to the objective of the study. Furthermore, an observer and also a note taker (same person) were added in the group to collect the data besides the dialogue conversation.

### **3.3.1 Selection of focus group participants.**

These groups of audience are students which are the future of the country and are likely to be a group that the documentary film concerned with global issue might targeted as a significant value to drive a change in the society. In each group of the participants, 4-8 people were invited to participate.

### **3.4 Data collection and data analysis**

Participants interviewed during the focus group session were given a participant information sheet that was part of the focus group discussion. There were two parts in the participant information sheet, which included basic information about the participant and basic questions related to the documentary film and the global warming issue. The participant information sheet was given before viewing the film. Then after the watching the film, five interview questions were asked to the same group of participants and were used as a guide of the focus group discussion process.

Each focus group lasted 30 to 50 minutes and each group had facilitators and recorders. The recorders at each session were written down in detail description of comments made by participants. The period of data collecting was from April 23, 2012 to June 20, 2012.

The data collected was used in form of dialogue conversation with the note of how participants react (body language) toward the questions and during answering the questions. The data was analyzed using rhetoric communication theory with the focus on how ethos, logos, and pathos differently influence each group's attitude through content analysis.

### **3.5 Report of Findings**

The rhetoric of the film was presented using the three pillars of persuasion as a guide in analyzing the ethos, pathos, and logos of the film. Then this analysis was used in to support the one of the questions in focus group to answer the objective of the study on which element of the three pillars of persuasion is effective in arousing the awareness of the participants.

In reporting the focus group, due to the form of conducting, the findings were reported in format of selected quotations and analysis of repeated themes with a conclusion of report findings on each question then analyzed using the three basic components of attitude: cognition, affection, and behavioral to explain the influence of the participants' attitude after watching the film along with the participant information sheet given prior watching the film.

## **CHAPTER IV**

### **RESEARCH RESULTS**

This chapter presents the findings of the report using content analysis and focus group as methods in getting the data. There are two parts in this report; the rhetoric of the film and the focus group report.

#### **4.1 Rhetoric of the film**

An Inconvenient Truth has gained great responses since its release in 2006. Al Gore, the narrator and the leading role in the film presented an argument which was believed to be a well rhetoric one.

In analyzing the rhetoric of the film in this study is focused on Al Gore and the evidences shown in the film. Ethos, pathos, and logos, the three pillars of persuasion, are used as guide in analyzing rhetoric of the film.

The film started out with a scene of nature and a voice over from Al Gore, describing the tranquility of the nature. Then shift to a scene where Al Gore is on stage presenting his first slideshow, the earth and ended the film with the earth picture also to remind the audience of a planet we call 'home'. Al Gore presented his argument with scientific facts such as graphs and statistics showing the change of the temperature on earth not only the past decade but dated back a century. He also predicts of what the graph might look like in the next 50 years if the temperature is rising up. Al Gore explained science on how the greenhouse effect is formed and how it caused the global warming by using animated story. His explanation was quite easy for people with or without science knowledge back ground to understand with the animation of the sunbeam trapping in ozone layer of the earth. In the scientific facts presented in the film, there were scenes where the audience gets to see Al Gore in an expedition with scientists to find out about global warming and ways to seize it. The scenes of young Al Gore, working as vice president, as student and as part of the

science expedition were repeatedly presented though out the film. This somehow formed a brief time line of Al Gore's life in working with this problem.

Along with the scientific facts presented in the film, Al Gore tells a story about the near death accident of his son as a metaphor that we might lose something important to us. Not only his son's near death accident was told but also the story of his sister that died of a lung cancer because of smoking. Gore told that his father grew a tobacco field, which later he stopped growing the tobacco field but it was too late. This can be interpreted relating the global warming issue that it is manmade and that we should do something before it is too late.

Besides using the sunbeam animated story to explain the greenhouse effect, Gore used the frog animated story to explain how most people think of global warming. A frog would immediately noticed if the water was already hot when it first jumped in but if the water was not hot at first when the frog jumped in but gradually heat up later while the frog was in the water, the frog wouldn't notice the change and it would be too late to jump out. This is used to explain the current situation about how the people feel about global warming.

Not only the stories of Gore's family and the scientific facts were presented in the film, Gore used comparison photos of ice caps and other sceneries to show how the global warming has caused in the past years. Furthermore, the scene of Hurricane Katrina was used to support the evidence of global warming that there has never been a terrible hurricane as Katrina before. Along with previous evidences, an animated mock up model was used to predict what the flood would look like in the future if the global warming continues. Also an animated polar bear swimming in the ocean in search of an ice cap was presented to show that global warming not only affect human but also animals that have no contribution to global warming and unable to help themselves. This was used to remind that they need our help.

#### **4.1.1 Ethos: Al Gore, a man with a heart.**

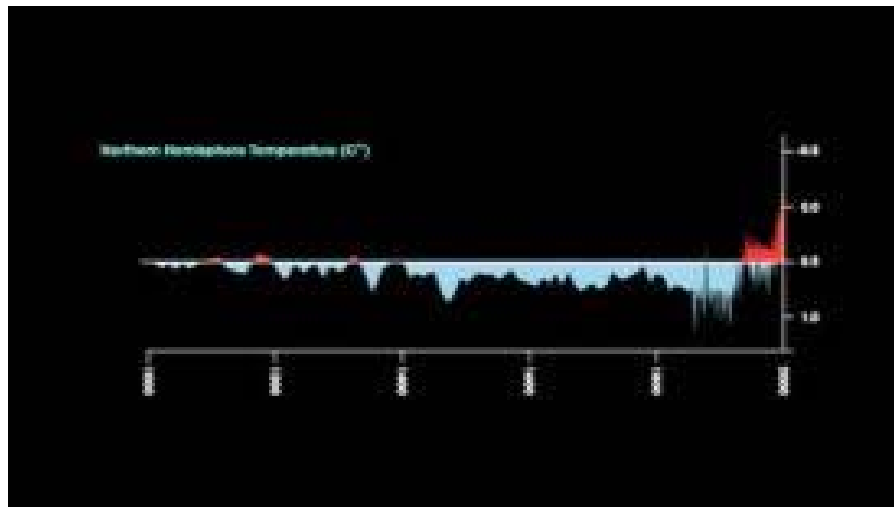
The film opened with Gore making joke of him used to be the next president. For those who have known Gore, they would have the image of him being in an authority because he is well known as a politician. And for those who have not, would think he is funny. Gore started out with a tone of morning for the beauty of

nature with the opening scene when Gore describing the tranquility of the nature. This emphasizes his character of a nature person. Doak stated in her research of environmental discourse in public sphere in part where Gore describes the beauty of nature, shows that he is first and foremost a lover of a the natural world, and reminds the audience of a part of their lives they often take for granted (Doak, 2008). Then there are many scenes of Gore at a younger age as a student, a father, and a young politician appear, these have formed the image of him working in this area for some time and that Gore is really interested in the environment.

Furthermore, the scenes of him working with the science expedition on a trip collecting ice to study the amount of carbon dioxide in the ice during the past decades, showed his devotion in learning and finding cause of global warming. With the science fact of graphs and statistics he presented as proofs in the film make him a trustworthy and a credible source for those who have no knowledge about science in global warming. Through the whole presentation, he was trying to convince people that this problem exists and needs attention. This somehow makes him appear as a caring person.

#### **4.1.2 Logos: reasoning global warming**

Convincing people to believe in something, logical argument is really important especially in western countries. As a result, well logical argument is a must. Gore uses animation to explain the cause of global warming with a sarcastic sense of humor on how people deal with the problem in the scene where giant ice cubes were put in an ocean to cool down the temperature. Gore uses charts of statistic studies and graphs to show the changes of the temperature from the past to present to emphasize that the changes are caused from global warming that is done by human. This explains basic science in an easy way for the audience of different background to understand.



**Figure 4.1** Scene captured at 00:20:19 showed 1,000 years of temperature history obtained from isotope analysis of ice cores.

Not only graphs and statistics are used to make the audience understand and convinced that global warming is an important issue that needs attention, Gore explains the relationship on how the water current and the rising temperature causes hurricanes and how strong the hurricanes will be if the temperature keep rising.



**Figure 4.2** Scene captured at 00:47:30 showed the global ocean conveyor belt carries heat around the globe.

This is used to relate to hurricane Katrina that has done so much damage to the people in the U.S. Gore then further explains on how the ice cap in the Arctic is speeding up in melting that even though 90 percent of the sun's ray that hits the ice bounces back into the space; however 90 percent that hits the open ocean is absorbed and heat up the water which results in melting the ice.

Throughout the presentation Doak explained that Gore often adopts the tone of a teacher using declarative sentences and carefully presenting scientific to support his argument. Gore presents the information that relies heavily on common knowledge and causal relationships between generally known and unknown information. Furthermore, Doak added that Gore makes the information more acceptable by relying heavily on the information presented by experts rather than on his own authority. Not only the information is acceptable but the hard data was done to make complex hard science topic accessible to the public. The information was presented with simple graphs that showed strong relationships and the audience was able to clearly see how global warming was manmade and how quickly this occurs (Doak, 2008).

Besides using the graphs and charts, Gore uses pictures of different mountains as supports to his logical argument in scientific facts to show the outcome of the problem. The pictures were mountains taken at the exact same spot but with the different period of time to make the audience see more clearly on how it affects the environment rather than just graphs and charts.

#### **4.1.3 Pathos: the fear of global warming**

Ethos and logos are important in convincing the audience; however, pathos or emotion in the argument is also important. Triggering the emotion of the audience along with a credible source and logical reasoning is more successful than using two out of the three pillars of persuasion.

Doak cited Hauser in her research that “A responsible rhetoric does not separate our thoughts from our feelings; it unites them by addressing the whole person in terms of that person’s experiences and the judgements they support” (Hauser, 1986, p. 119 cited in Doak, 2008). Doak stated that pathos or the emotion appeal is not widely trusted in the Western tradition, even though it has often proved effective (Doak, 2008).

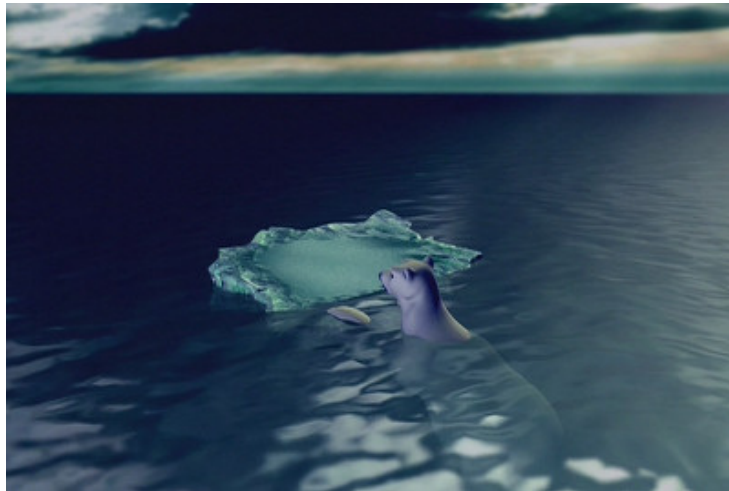
Not only good logical reasoning is essential, but to be able to connect the audience’s emotion in order to emphasize the reasoning is even greater. The stories of Gore’s family about his sister’s death of a cancer and his son’s near death accident are used to trigger the emotion of the audience in relating to the losing of our home, earth.

In many of Gore's slides present evidence of scientific facts of graphs and charts, Gore uses images as example to clarify the graphs and charts mentioned before. These images of mountains taken to compare the amount of ice covered were displayed to trigger the audience that something is not right and that the global warming is happening and speeding up, too.



**Figure 4.3** The comparison of nature scenes presented in An Inconvenient Truth, Documentary film, [Online], Retrieved from <http://www.google.com>

The scene of hurricane Katrina in New Orleans was used as an example of something that has never happened before, now is happening and there will be more to come. This scene of flooding might trigger the participants to recall the flooding in Thailand in the year 2011. This triggers a fear emotion to the audience. Another emotion triggers are a picture of stranded polar bear and the scene of animated polar bear swimming in search of ice cap.



**Figure 4.4** An animated scene captured of a polar bear searching for ice cap,[Online], Retrieved from <http://www.google.com>

Another emotion trigger is where Gore shows the prediction of how the flood will be like if the temperature keeps rising up. The image where the city is swallowed by massive water creates the fear in the audience.



**Figure 4.5** An animated scene captured of a prediction of a flood in the future,[Online], Retrieved from <http://www.google.com>

Doak stated in her research that the key to an effective use of pathos within a science-based argument is to base the emotional response on the logic of the argument (Doak, 2008). Logos then acts as logical reasoning to explain the science fact and also trigger the emotion of the audience with its example of dramatic images and scenes.

The ethos of Al Gore as a trustworthy, a credible source, and a caring person who is packed with information of graphs and charts from experts in science field, uses logical argument to educate and give information about global warming on how did it happen and who is responsible for it. This arouses the audience emotion to emphasize their judgment toward the global warming.

### **How the focus group discussion was conducted**

As mentioned earlier that focus group will be used as a tool in conducting the research, purposive selection sampling was chosen in the study to conform to the focus group techniques. The participants in this case study was divided into 7 groups that were homogenous in characteristics which provided the information needed as aimed in the objectives of the study. The total number of participants for this research was 35 in total.

The total of all participants were 35 students, from Mahidol University which represents the sciences field, majoring in engineering and medicine. Silpakorn University represents the arts field with the students majoring in decorative arts. There were 20 female students and 15 male students. In each group, 4-8 people were invited to participate.

The participants were asked to participate on the informed date. Once all the participants are present in the assigned room, a researcher began with the introduction of how the research will be conducted and the requirements needed from the participants. The participants were given the participant information sheet prior the conductivity to see the changes after the research was conducted, which took approximately 10 minutes on this part. Then the participants were shown the documentary film called "An Inconvenient Truth", which took approximately 80-90 minutes. The focus group was followed after the documentary film ended with the same group of participants taken the participant information sheet earlier. This part took approximately 30- 60 minutes. The refreshment was served after the focus group was dismissed.

## **4.2 Focus group report**

In this study, focus group was used as a method to conduct a research. After the participants finish the participant information sheet given prior the conductivity, the movie was shown and the focus group began after all participants finished watching the movie.

### **4.2.1 Participant information sheet report**

The participant information sheets given were divided into 2 parts; basic information of the participants and basic global warming knowledge. In part one, basic information of the participant, contains three statements related to the documentary film, which is the case study in this research. 26 out of 35 students responded to “yes” to the statement “You have watched a global warming documentary film before.” The participants that answered “yes” were 1 male and 8 females from the faculty of Medicine, 5 males from engineering, and 6 males and 5 females from Decorative arts.

Only 1 out of 35 students has heard of a documentary film, An Inconvenient Truth, which was 1 male from engineering. 3 out of 35 students know who Al Gore is, which were 1 male from engineering, and 1 male and 1 female from decorative arts.

The key part of this participant information sheet was in part two, which is the global warming knowledge. This part contains 8 statements. Each statement is attended by a response rating scale with five response choices, which were “Strongly Agree”, “Agree”, “Not Sure (Neither agree or disagree)”, “Disagree”, and “Strongly Disagree”. The participants are instructed to select one of the response choices for each statement.

17 out of 35 students agreed that they have a well knowledge and understanding in global warming issue. The participants that agreed to this statement were 3 males from engineering, 1 male and 3 females from medicine, and 5 males and females from decorative arts.

22 out of 35 students strongly agreed that global warming is a significantly important issue. The participants that strongly agreed to this statement were 3 males from engineering, 1 male and 7 females from medicine, and 5 males and 6 females from decorative arts.

21 out of 35 students strongly agreed that global warming is manmade. The participants that strongly agreed to this statement were 4 males from engineering, 8 females from medicine, and 4 males and 5 females from decorative arts.

20 out of 35 students strongly agreed that global warming has an impact on Thailand. The participants that strongly agreed to this statement were 3 males from engineering, 1 male and 6 females from medicine, and 4 males and 6 females from decorative arts.

17 out of 35 students agreed that global warming has an impact on them. The participants that strongly agreed to this statement were 3 males from engineering, 5 females from medicine, and 4 males and 5 females from decorative arts.

19 out of 35 students strongly agreed that global warming has significantly impact on wild animals. The participants that strongly agreed to this statement were 3 males from engineering, 1 male and 5 females from medicine, and 3 males and 7 females from decorative arts.

18 out of 35 students were not sure that global warming media is adequate. The participants that strongly agreed to this statement were 2 males from engineering, 1 male and 7 females from medicine, and 3 males and 5 females from decorative arts.

20 out of 35 students agreed that they have the ability in participating in subsiding the global warming problem. The participants that strongly agreed to this statement were 1 male from engineering, 1 male and 7 females from medicine, and 6 males and 5 females from decorative arts.

More than 20 students out of 35 strongly agreed that global warming is a profoundly important issue and that it is caused by human and has been affecting Thailand. Whereas only 17 out of 35 students think that global warming has an impact on them; however, 20 students believe that they could be a part in solving the problem. Surprisingly, more than half of the participants (18 out of 35 students) were not sure that global warming media is sufficient.

#### **4.2.2 Questions used in focus group**

Each question was prepared and designed to get the information out of the participants. It would give the researcher the information needed to analyze on how

the documentary film affect the attitude of the participants and which of the three pillars in persuasion has the most effect on the audience.

**Question 1: Please describe the feeling after watching the documentary film “An Inconvenient Truth”.** This question was aimed for the participants to express the feelings toward the film; their liking and their understanding of the movie whether they agree or not of how severe of the problem.

**Question 2: Please describe the first impression after have seen Al Gore in the documentary film “An Inconvenient Truth”.** This question was designed to get the information about the source, how the sender (Al Gore) affects the knowledge and the attitude of the participants.

**Question 3: Please compare the knowledge and the understanding of the global warming before and after watching the documentary film “An Inconvenient Truth”.** This question was used for the participants to compare and describe the former and the latter knowledge after they have seen the film.

**Question 4: Please describe the part of the documentary film that affects and arouses the awareness of the participants.** This question was the key question that allows the participants to express which part of the film they like best and has the effective agent that arouses their awareness toward the issue and why.

**Question 5: Please give opinions about Al Gore's suggestions in daily life adjustment to help solving the global warming issue at the end of the movie.** This question was used to see how the participants react toward the list of suggestions Al Gore has made and how they think of each suggestion in the list whether they are doable or beyond practice.

#### **4.2.3 Responses of participants toward each question**

There were seven groups in total. There were 20 students from Silpakorn University, which were from decorative arts faculty and 15 students from engineering and medicine faculty, Mahidol University. There were 15 male students and 20 female students. There were five groups of four people, one group of five people and one group of ten people. Five questions were asked for each session.

**4.2.3.1 Question 1: Please describe the feeling after watching the documentary film “An Inconvenient Truth”.**As mentioned above, this question was designed for the participants to express their first impression about the film.

The **first group of Mahidol** University students were all males, majoring in engineering, responded that they like the movie and also agree with the problem the movie has presented.

“I like it. I love watching documentary films.”

*(Male student from Mahidol University)*

“I personally love documentary films.”

*(Male student from Mahidol University)*

“It's educational. I gain knowledge from it.”

*(Male student from Mahidol University)*

“I agree with the movie about the point presented.”

*(Male student from Mahidol University)*

“I think I experience this problem myself like I live in Chiang Mai and uhh it used to be cooler than this.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University students were one male and the rest were females, majoring in medicine, responded that they like the movie and they understand the point of the movie. Some of them stated that the movie makes them scare.

“I like the movie.”

*(Female student from Mahidol University)*

“After seeing this, it's scary.”

*(Female student from Mahidol University)*

“I agree that this problem is severe.”

*(Female student from Mahidol University)*

“It makes me think of Thailand about the flood.”

*(Female student from Mahidol University)*

“Like after the flood, there comes the drought that the ground is breaking. It’s not balanced and the seasons have changed. It’s not cold in winter, not like the way I thought it would be. It rains in summer. It’s fluctuated. It affects many things. Our country is an agricultural country and when crops cannot be produced in their season, it affects everything.”

*(Female student from Mahidol University)*

There were 20 students from Silpakorn University. All majoring in decorative art and were divided into 5 groups. The **first group of Silpakorn University** has described their feeling after watching the movie that they were depressed and that it was serious rather than stating whether they like the movie or not.

“It’s depressing.”

*(Male student from Silpakorn University)*

“It’s sorrowful and sad.”

*(Female student from Silpakorn University)*

“I think this is serious.”

*(Female student from Silpakorn University)*

“After watching this I feel like I want to help as much as I can”

*(Female student from Silpakorn University)*

“I think I will start with myself first, doing simple things at home.”

*(Female student from Silpakorn University)*

One particular answer has emerged from the group stating about Thai characteristic after been asked about how does it affect Thailand in their opinion.

“Thai people forget easily. Things are just passing by.”

*(Female student from Silpakorn University)*

The **second group of Silpakorn University** students has described their opinions toward the movie that it was closer to them than they have ever thought and that it was sad. They also stated that they like the movie and that many people still neglected the fact of global warming.

“It is closer to us than what we have thought and it’s serious. It’s getting closer and if we do nothing it’s going to happen. He is the one that can see and try to warn other people but most people think that tomorrow is not too late because the earth is so big. Nobody is serious about it.”

*(Male student from Silpakorn University)*

“I think that it is sad when the first scene shows the picture of nature, the river and the trees and they are all fading. The next generation should get to see this.”

*(Male student from Silpakorn University)*

“I think it’s Americans’ responsibility. He sees the problem and notices that it’s close. And the graphs that he showed, it’s never been this high. This is critical and 50 years from now, it’s going to go even higher. It’s scary. And the country that causes this is his country. He sees it and tries to fix it. I think he’s cool.”

*(Male student from Silpakorn University)*

“I like it. I got something from it. Get to know that it is this bad.”

*(Male student from Silpakorn University)*

“It is good but a bit boring. It made me sleepy.”

*(Male student from Silpakorn University)*

“It gives me in-depth of something that I already know.”

*(Male student from Silpakorn University)*

“It is a severe problem, big problem that people overlook.”

*(Male student from Silpakorn University)*

“I think people overlook the problem because it’s like the thing he showed in the movie. The frog would jump out of the water if it’s already hot but if the water is gradually warmer when the frog is in it, he wouldn’t jump out.”

*(Male student from Silpakorn University)*

“It’s the problem that only one person can’t fix. It can’t. It’s the world’s problem. Everyone has to cooperate. If I myself alone have to do it, I don’t think I can do it and that is why I think this problem is far from me.”

*(Male student from Silpakorn University)*

“I think that it is hard to get everyone in the world to help. Even though one person thinks about it but if other people don't, it's not going to happen. It's impossible.”

*(Male student from Silpakorn University)*

The **thirdgroup of Silpakorn** University students has described that they were moved from what they saw, knew that many things have changed and are scared.

“I get to see that many things have changed through this movie about the global warming, that the world is not pretty anymore.”

*(Male student from Silpakorn University)*

“It's frightened about the world changing. I never actually care about it but after seeing this, I'm moved.”

*(Male student from Silpakorn University)*

“I think it's scary.”

*(Male student from Silpakorn University)*

“There are list of things that tell us how we can do to help. I guess if we don't want this to happen, we're going to have to do them.”

*(Female student from Silpakorn University)*

The **fourthgroup of Silpakorn** University students stated that after seeing the movie, they like it. Most participants in this group mentioned that they would like to help ease the problem.

“I like it very much. It's like opening new perspective to us. Actually it is something that's been in our society but we've never thought about it and overlooked it. Truthfully we know what it is and why it is like this.”

*(Female student from Silpakorn University)*

“It's okay. It tells many things that we didn't know like many phenomenons. It's like this film makes us aware that we should do something to stop global warming.”

*(Female student from Silpakorn University)*

“I feel like I want to help very much because at this age, I mean we are going to step into adulthood and we’re going to continue to live our lives and that there are something that we can do something in our daily life. For example, in the future, we’re going to have to go to work and we’re going to have a family, have a house, have a car, we should buy a that is good for environment. Something that makes our world better.”

*(Female student from Silpakorn University)*

“I want to help in simple things like not using air conditioning. Something that I can do that is not too big for me because I’m still a kid.”

*(Female student from Silpakorn University)*

“To help in something that is close to me like in my house, turn of air conditioning and don’t open the fridge too often.”

*(Female student from Silpakorn University)*

“I feel like I want to help in little thing that doesn’t require too much like pick up some litter or ride a bike.”

*(Female student from Silpakorn University)*

The **fifth group of Silpakorn** University students has stated that the movie has made them aware of the problem and that the situation is getting worse.

“It feels like the situation is getting worse. I didn’t care at first and think that it’s still a long way for the problem to get worse. I feel that it gives me in-depth knowledge.”

*(Female student from Silpakorn University)*

“I think that this movie is made for those who don’t care about anything else except themselves to know that the little things that we do are causing the change in the world and it reflects ourselves to think more about our actions.”

*(Female student from Silpakorn University)*

“This movie urges us to be aware, to give us more insight about global warming that how far it’s been going on and that we have to unite and help like seriously.”

*(Female student from Silpakorn University)*

“It’s okay. I get to know that every year is getting worse and that we need to help each other.”

*(Male student from Silpakorn University)*

### **Question 1 conclusion**

Most of male students from Mahidol University, which were mostly in the first group have expressed that they like the movie with the explanation that they have gained more knowledge after watching the film whereas the second group which the majority was female has expressed that they like the movie and also felt that it is scary.

Students from Silpakorn University in the first group which were mostly females have stated that after watching the movie, they felt afraid and thought that global warming is a big issue whereas the second group, was all male, has expressed nothing about the liking of the movie but stated about how the film has given more knowledge to them and made them feel that the situation now is severe. The third group which was mostly male had the same expression as in the second group which was that the film was rather shocking but have not stated anything about the liking. The fourth and the fifth group which were mostly female have stated that they like the movie and were really aware of the problem and had the feeling of wanted to help.

The overall comments toward the question 1 were that part of the participants like the movie. They are also feel that the movie were quite sad and startle but also quite educational. They also do feel that they want to be a part in helping stop the global warming.

**4.2.3.2 Question 2: Please describe the first impression after have seen Al Gore in the documentary film “An Inconvenient Truth”.** This question was aiming to see how they think of the source which is Al Gore. What do they think when they see him?

The **first group of Mahidol** University students responded that Al Gore was logical, educated and good in persuasion.

“I think he’s logical and well educated.”

*(Male student from Mahidol University)*

“He seems to know how to talk and very good in persuading.”

*(Male student from Mahidol University)*

“He is really good in persuading.”

*(Male student from Mahidol University)*

“He seems to be a really determine person.”

*(Male student from Mahidol University)*

“He seems to put an effort into it.”

*(Male student from Mahidol University)*

“After seeing it, I believe him.”

*(Male student from Mahidol University)*

The **secondgroup of Mahidol** University stated that he was sincere and good in persuading. Some stated that at first he seemed to fake the image of a good person.

“At first it’s like he’s trying to get attention or something but actually there is something into it.”

*(Male student from Mahidol University)*

“Sincere and dedicated.”

*(Female student from Mahidol University)*

“He seems fake at first.”

*(Female student from Mahidol University)*

“He has the characteristic that people will listen to what he has to say and then believe him, very persuaded.”

*(Female student from Mahidol University)*

“He seems sincere because he has all the information.”

*(Female student from Mahidol University)*

“There are evidences that he’s been collecting and they’re good.”

*(Female student from Mahidol University)*

The **first group of Silpakorn** University has described that Al Gore seemed to be a determined and sacrificed person.

“He seems determine and he looks like he really wants to help since when he was young.”

*(Female student from Silpakorn University)*

“He seems determine, dedicate, patient, sacrifice and pioneer.”

*(Female student from Silpakorn University)*

The **second group of Silpakorn** University described Al Gore as a person with responsibility, he did it for the society and had a big ideal.

“I feel that he feels responsible even though he's not the president.”

*(Male student from Silpakorn University)*

“Even though he didn't get elected but he would still keep doing what's he's doing.”

*(Male student from Silpakorn University)*

“He does it for the society.”

*(Male student from Silpakorn University)*

“Caring man.”

*(Male student from Silpakorn University)*

“It might be a heart break for him that he didn't get elected but he won't stop. He would still follow his ideal.”

*(Male student from Silpakorn University)*

“He has a very big ideal.”

*(Male student from Silpakorn University)*

The **third group of Silpakorn** University described that Al Gore was a cool person and that he was amazing and sincere.

“He is very cool.”

*(Male student from Silpakorn University)*

“He is a very cool person that is very determined to his goal...he became a politician just to get this message across and even though he didn't get elected, he still keeps going.”

*(Male student from Silpakorn University)*

“He is amazing.”

*(Male student from Silpakorn University)*

“Sincere.”

*(Male student from Silpakorn University)*

“I respect him. If I were him, I would just tell my friends and that's it but he did a lot more than that.”

*(Male student from Silpakorn University)*

The **fourth group of Silpakorn** University has described that Al Gore was trustworthy, educated, sincere, determined and able to persuade people.

“He seems educated. At first I didn't know which role he plays in the society but he is the one who shows that most people only care about developing themselves but he's the one who see things beyond himself and try to share it. He's a very respectful man.”

*(Female student from Silpakorn University)*

“I don't know who he was but he seems to be a credible source. It's like he is able to persuade people and get those people who know nothing to know something.”

*(Female student from Silpakorn University)*

“I don't know who he was but the way he talks make me believe and also the way he dresses.”

*(Female student from Silpakorn University)*

“Me neither. I don't know who he was but he's very convincing.”

*(Female student from Silpakorn University)*

“It's like if you ask whether he's faking the image, maybe a little but not all of it. Who would keep doing things that other people don't care. He seems like the only person who dedicates everything to go get the information.”

*(Female student from Silpakorn University)*

“I think he is trustworthy from the way he talked and gave examples. He seems determined and commitment.”

*(Female student from Silpakorn University)*

“He seems sincere. I feel like he really wants to help the world.”

*(Male student from Silpakorn University)*

The **fifth group of Silpakorn University** has described that he was trustworthy and sincere mostly in the way he told the story about his family.

“He is trustworthy. He also has these jokes to make it less boring and also his good characteristic.”

*(Female student from Silpakorn University)*

“I think he's trustworthy because in this documentary film. It also has his biography that makes it very a very credible source.”

*(Female student from Silpakorn University)*

“He seems sincere and packs with information, his background and the information about global warming.”

*(Male student from Silpakorn University)*

“It's like he's interested in what he's doing and it takes a really long time.”

*(Female student from Silpakorn University)*

“He seems sincere because he got interested in this thing because of what happened to his family. The effect of how he lost his sister because of the tobacco.”

*(Female student from Silpakorn University)*

“After seeing this, I think he's sincere about the environment but at some points, it seems a bit politic. But I think he really wants to help.”

*(Female student from Silpakorn University)*

### **Question 2 conclusion**

The majority of male students from Mahidol University have suggested that Al Gore seems to be a person with the ability in persuasion and that he is logical with a determined mind and effort. Whereas the second group which was mostly female has suggested that Al Gore seems to be a decent person with credential, a determined mind, and persuasive personality.

The majority of female students from Silpakorn University which were in group 1, group 4 and group 5 have suggested that Al Gore seems to be a

person who is determined, sincere, has power in persuasion, credentials, and has knowledge. While the male students from group 2 and group 3 thought that Al Gore was an amazing person who has sincerity and a big ideal and that he did it for his society.

The overall comments were that Al Gore has the ability in persuading people and also a characteristic of sincere, determined, commitment with credentials personality.

**4.2.3.3 Question 3: Please compare the knowledge and the understanding of the global warming before and after watching the documentary film “An Inconvenient Truth”.** This question was used for the participants to compare and describe the former and the latter knowledge after they have seen the film.

The **first group of Mahidol** University has described that they have known about global warming since high school and that they gained more knowledge after watching this.

“I know this since high school. They taught us there.”

*(Male student from Mahidol University)*

“When study about society, this topic is in it.”

*(Male student from Mahidol University)*

“After watching this I think the information is more advanced.”

*(Male student from Mahidol University)*

“I get to see numbers and statistics.”

*(Male student from Mahidol University)*

“I think his prediction is pretty good.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University has described that they gained more knowledge after seeing the movie through the statistics.

“I think I understand more because of the pictures that he showed.”

*(Female student from Mahidol University)*

“The graph. It is very high and I just know this and it's scary.”

*(Female student from Mahidol University)*

“I just know about this after watching this movie.”

*(Male student from Mahidol University)*

“The statistics.”

*(Female student from Mahidol University)*

“If I didn't see this I would just think that the world just getting hotter that's all but don't know the reason why.”

*(Female student from Mahidol University)*

“It's not just only the world getting warmer.”

*(Female student from Mahidol University)*

“It's about environment.”

*(Female student from Mahidol University)*

“It's very surprising and it shouldn't happen. It changes very fast.”

*(Female student from Mahidol University)*

The **firstgroup of Silpakorn** University, this group has responded to this question that they did have prior knowledge before watching this film and that they gained more knowledge after watching the film without giving more detailed answer.

“I know some before watching this.”

*(Female student from Silpakorn University)*

“I know more than before I watch this.”

*(Male student from Silpakorn University)*

The **secondgroup of Silpakorn** University has responded that they knew that it is a problem and also stated their opinions about how to solve it.

“I know that it is a problem.”

*(Male student from Silpakorn University)*

“Today we do the best we can do already.”

*(Male student from Silpakorn University)*

“I think I don't have anything to do with making the world hotter.”

*(Male student from Silpakorn University)*

“I want the law and regulations to be more serious. For example, do not watch television on Sunday, do not use electricity, or today do not use plastic like the one hour without any electricity campaign but we should do it more often. Have the police check it if we do it or not.”

*(Male student from Silpakorn University)*

“I think it's a very hard problem to solve.”

*(Male student from Silpakorn University)*

“I think it's about people's personality.”

*(Male student from Silpakorn University)*

“Today the world is moving forward. It's the world of electricity. People can't live without air conditioning and I think doing it less is difficult but maintaining it at this level is better.”

*(Male student from Silpakorn University)*

“I am sure that we can't do it.”

*(Male student from Silpakorn University)*

The **third group of Silpakorn**University has responded to the question that they gained more knowledge after watching the film.

“I know a lot more after have watched this. I've never seen that much ice before and now it's gone. It changed so much.”

*(Male student from Silpakorn University)*

“I feel like I love earth.”

*(Male student from Silpakorn University)*

“I want to be the part in helping the world.”

*(Male student from Silpakorn University)*

The **fourth group of Silpakorn** University has described that it is the same problem that has been going on for some times but haven't been solved yet.

“I think I know about this. It's the problem that hasn't been solved.”

*(Male student from Silpakorn University)*

“I think it comes and goes. They start doing it and then they stop doing it. It's like if there's no provocation, there's so action. Because people would think that to do or not do, the result will still be the same.”

*(Female student from Silpakorn University)*

“It's like at first it looks small. We thought that it's just a little thing. Like he said that we are just a tiny part of this world, why would our actions cause so much. I think it's problem of those developed countries. But after seeing this that our little actions did this to earth then if we change just a little, it would make the world better. Better than doing nothing.”

*(Female student from Silpakorn University)*

“I think if we do lots of campaigns and educate people for those who don't know, everything will get better.”

*(Female student from Silpakorn University)*

The **fifth group of Silpakorn** University has stated that they know about the problem and they get a clearer idea of what the problem is about and never have thought that it would be this severe.

“I know about this already.”

*(Male student from Silpakorn University)*

“I know some but never thought it would be this bad.”

*(Female student from Silpakorn University)*

“He made me understand it more clearly from what I already know.”

*(Female student from Silpakorn University)*

“I know that the world is hot but I don't know it in details like why is it hot.”

*(Female student from Silpakorn University)*

### **Question 3 conclusion**

Both groups of Mahidol University students, male and female, have agreed that they already knew about the global warming but not in details and that the film has given them more knowledge mostly in the statistical part of the information.

In group 2 and group 3 which were male students from Silpakorn University have stated that they have gained more in depth details about the global warming which made them want to be a part in helping stop the global warming even though there was one student who stated that this issue is very hard to solve due to the advancement of the technology in the modern world. Female students in group 1, group 4, and group 5 have stated that the global warming is a topic that they already knew about but only superficial unlike the in depth information given in the film which made them understand more clearly of what global warming is and how severe it is going to be in the near future and this made them want to help.

All seven groups from Mahidol and Silpakorn University students have the common knowledge about the global warming in superficial state and after have watched the movie, they have gained more knowledge in details especially in scientific facts such as statistics and graphs. These information given in the film have somewhat put fear in participants.

**4.2.3.4 Question 4: Please describe the part of the documentary film that affects and arouses the awareness of the participants.** In this question, the participants expressed the part of the film where they feel that it made them realize that the problem is severe.

The **first group of Mahidol** University has responded that the statistics shown in the movie was the one that has the most effect on them.

“The statistics.”

*(Male student from Mahidol University)*

“The statistics that comes out in numbers.”

*(Male student from Mahidol University)*

“It's the fact. It's real.”

*(Male student from Mahidol University)*

“The statistics has comparison in them.”

*(Male student from Mahidol University)*

“For Al Gore, his words are sarcastic.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University has stated that images shown in the movie have the most impact on them.

“The pictures.”

*(Female student from Mahidol University)*

“The pictures. They're scary.”

*(Female student from Mahidol University)*

“The second one would be statistics.”

*(Female student from Mahidol University)*

“The pictures of the polar bears are very sad. It's not only us but everything around us has been affected.”

*(Female student from Mahidol University)*

The **firstgroup of Silpakorn** University has described that the graphs and the pictures have the most effect on them in the movie.

“Where it said that we know how much it means to us after we lost it.”

*(Female student from Silpakorn University)*

“The graphs. The height of the graphs is very scary.”

*(Female student from Silpakorn University)*

“I think pictures are easier to understand than graphs.”

*(Female student from Silpakorn University)*

“I think both graphs and pictures make it look dramatic but the graphs show that there's been a research about it.”

*(Female student from Silpakorn University)*

“I think the media about global warming have to be in a sort of documentary films because they are easy to understand.”

*(Female student from Silpakorn University)*

The **second group of Silpakorn** University has responded that the graphs have the most effect on them after watching the movie.

“I think the graphs.”

*(Male student from Silpakorn University)*

“The pictures are not that dramatic.”

*(Male student from Silpakorn University)*

“I’ve never seen the photos before and don’t know what that place is.”

*(Male student from Silpakorn University)*

“I think the graphs have more effect than the pictures. If you look back to the ice age, you can see that the change was so little but suddenly it goes up the roof in our era.”

*(Male student from Silpakorn University)*

The **third group of Silpakorn** University has described that the pictures have more effect on them in making awareness after watching the movie.

“I think that part where there is a land and the water started to come in and flooded everything.”

*(Female student from Silpakorn University)*

“I think the pictures.”

*(Female student from Silpakorn University)*

“I think the pictures, too.”

*(Female student from Silpakorn University)*

“I think the pictures. They are easy to understand. You can see the comparison.”

*(Male student from Silpakorn University)*

“I don’t think Al Gore has that much effect.”

*(Female student from Silpakorn University)*

“The scientific facts are not that easy to understand.”

*(Male student from Silpakorn University)*

“I understand some of the science parts.”

*(Male student from Silpakorn University)*

“The pictures are really clear.”

*(Male student from Silpakorn University)*

The **fourth group of Silpakorn** University has responded that the pictures and the animation have struck them the most.

“I think the animated part.”

*(Male student from Silpakorn University)*

“The overall content is very good. They're logical. It covers all of the aspects that not only the west that has been affected with global warming but also the east.”

*(Female student from Silpakorn University)*

“From the content, I think the tall graph is scary and I feel like I wanted to help.”

*(Female student from Silpakorn University)*

“I think the details but with lots of animations would be nice because it's fun to watch and really easy to understand than just telling the facts.”

*(Female student from Silpakorn University)*

The **fifth group of Silpakorn** University mostly agreed that pictures are the ones that have the most effect on them and also the overall content.

“I think every part altogether. The information he presented like the pictures that he got. There are clear comparisons between them to let us know that it's really happening and also the statistic facts. He showed that he talked to the scientists from many countries and he is real so I believe it.”

*(Female student from Silpakorn University)*

“All the information seems to be true. I think the overall content but the pictures that he showed seems arousing because of their dramatic change and they gave us a really clear picture of what's happening and that we should do something.”

*(Female student from Silpakorn University)*

“The information that he presented and also the pictures, the frog for example, if it doesn't happen, we would probably didn't notice.”

*(Female student from Silpakorn University)*

“I think the pictures because they're really clear.”

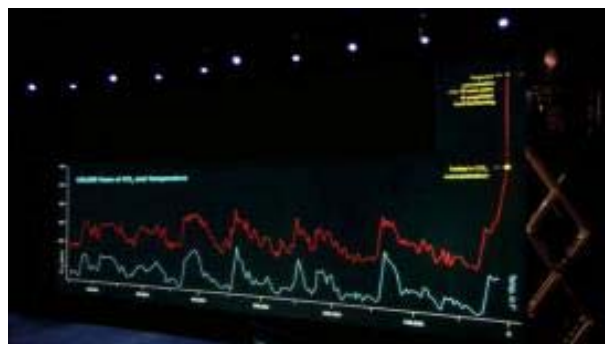
*(Male student from Silpakorn University)*

### Question 4 conclusion

All male students in the first group of Mahidol University have agreed that the numbers and the statistic shown in the film have the most effect on them in arousing the aware of the global warming. Whereas the second group which were all female from the same university have stated that pictures shown in the film were the main key in arousing their awareness and followed by the graphs.



**Figure 4.6** Scene captured at 00:16:08. The measurement of atmospheric carbon dioxide (CO<sub>2</sub>) since 1958 showed that it has been increasing.



**Figure 4.7** Scene captured at 00:23:53 showing if no changes are made, CO<sub>2</sub> concentration is predicted to climb higher to 600 ppm in 45 years.

The male students in group 2 from Silpakorn University have stated that graphs had more effect in arousing the awareness than the pictures shown in the movie whereas the male in group 3 stated that pictures had more effect on them and made clear of how severe the global warming is while saying the scientific facts are somewhat hard to understand. The female students in group 1 from Silpakorn University stated that both graphs and pictures were effective. Pictures were easy to understand and startled whereas graphs showed that Al Gore had done some researches on the topic. Female students in group 4 and group 5 have agreed that the

overall content were effective. Both graphs and pictures have equally affected them and supported one another. The pictures caused grief while the graphs emphasized the facts.



**Figure 4.8** Scenes captured of a comparison of the Glacier National Park, [Online], Retrieved from <http://www.worldfilm.about.com>



**Figure 4.9** Scenes captured of a stranded polar bear, [Online], Retrieved from <http://www.stanford.edu>



**Figure 4.10** Scenes captured of a polar bear searching for ice cap, [Online], Retrieved from <http://www.google.com>

The majority of the participants have focused more on the content both logical and emotional rather than the speaker. Some of male students weighted the logical facts such as graphs and statistics more than the emotional ones. While female students weighted both the logical and emotional content and there might be a slightly tendency toward the emotional ones than the logical ones.

**4.2.3.5 Question 5: Please give opinions about Al Gore's suggestions in daily life adjustment to help solving the global warming issue at the end of the movie.** This question was asked to see how the participants responded to the suggestions given at the end of the movie. The overall respond stated that they would do something that doesn't require much change and can be practice in daily life.

The **first group of Mahidol** University has responded that it has to be something in their daily life; for example, reducing the use of plastics and recycle.

“I think it has to relate to our daily life.”

*(Male student from Mahidol University)*

“For hybrid cars, I don't think everyone can afford it.”

*(Male student from Mahidol University)*

“I think reducing plastics are easy to do.”

*(Male student from Mahidol University)*

“Try not to take hot shower.”

*(Male student from Mahidol University)*

“Recycle, like separate the type of trash.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University has responded that reducing the use of electricity and uses more bicycles or the public transportation. These would be the easiest things to do.

“Reduce electricity used.”

*(Female student from Mahidol University)*

“Ride more bike.”

*(Female student from Mahidol University)*

“Using renewable energy; for example, the sun and the wind.”

*(Female student from Mahidol University)*

“The government should make the train system better so people can use it more often.”

*(Female student from Mahidol University)*

“The whole transportation, they should make it better.”

*(Female student from Mahidol University)*

“Have people use more bicycle.”

*(Female student from Mahidol University)*

“I think the people who use more cars should pay more tax.”

*(Male student from Mahidol University)*

The **first group of Silpakorn** University has responded nothing after the question has been asked.

The **second group of Silpakorn** University has stated that reducing the electricity would be one thing that they might practice and also other little things in their daily life; for example, recycle and cutting of the use of plastic.

“Use less electricity.”

*(Male student from Silpakorn University)*

“Ride a bike or walk instead of driving a car.”

*(Male student from Silpakorn University)*

“Do as much as one little person can do like turn off the air conditioning earlier than I usually do, use less foam and plastic, use more recycle papers, turn off the light and ride more bike.”

*(Male student from Silpakorn University)*

“Just do little things.”

*(Male student from Silpakorn University)*

“I think riding a bike is really possible if they have a clear lane for bicycles and the parking spots that are safe.”

*(Male student from Silpakorn University)*

“I think it could be done if they have a really good system.”

*(Male student from Silpakorn University)*

The **third group of Silpakorn** University has mainly focused on the transportation and the use of electricity.

“Avoid using personal cars and use more of public transportation or ride a bike.”

*(Male student from Silpakorn University)*

“Walk more.”

*(Female student from Silpakorn University)*

“Get more people to watch this film.”

*(Male student from Silpakorn University)*

“Adjust the use of electricity.”

*(Male student from Silpakorn University)*

“I do it. Like adjusting the temperature of the air conditioning at 25 degrees Celsius.”

*(Male student from Silpakorn University)*

The **fourth group of Silpakorn** University has stated that recycling would be the easiest thing to do.

“The recycling.”

*(Female student from Silpakorn University)*

“The one that really got my attention is to use a hybrid car and it is a really big trend right now.”

*(Female student from Silpakorn University)*

The **fifth group of Silpakorn** University has mainly focused on the transportation and the recycling.

“What I do every day now is using a public transportation.”

*(Female student from Silpakorn University)*

“Reuse things.”

*(Female student from Silpakorn University)*

“Ride a bike and use more train so that the energy is saved.”

*(Female student from Silpakorn University)*

“Like he said. I think taking public transportation is the best.”

*(Male student from Silpakorn University)*

### **Question 5 conclusion**

The male students in the first group of Mahidol University have suggested that a little bit change of habit in daily life is easy to practice. While the female students in the second group have focused more on improving the transportation system and urge people to ride more bicycles and reduce the use of electricity.

Male students in group 2 and group 3 from Silpakorn University have agreed that reducing the use of electricity and improving a better transportation system so that people would use more of public transportation than their personal cars. Female students in group 4 and group 5 have also focused more on using more of the public transportation and bicycle. Another suggestion that has been added is that there should be more of the recycling.

The overall suggestion has mainly focus on three points, reducing the use of electricity, using more of public transportation and the recycling which all three were pointed that they are able to adjust in their daily life.

#### 4.2.4 Additional questions

**4.2.4.1 Additional question 1: Who would be a suitable Thai speaker for the global warming topic in your opinion?** This question was asked after all the participants have expressed their opinion toward Al Gore as a speaker in “An Inconvenient Truth”.

The **first group of Mahidol** University has responded that a person has to be well known in the society and country; for example, the celebrities, but there is also an argument that the celebrities are might trying to get credentials rather than performing real practice.

“It has to be someone well known in the society.”

*(Male student from Mahidol University)*

“Someone that the whole society appreciates, like the celebrities because people would concentrate in what they do. And we're not that old so we don't really care what the prime minister has to say or do.”

*(Male student from Mahidol University)*

“I think they might come out fake.”

*(Male student from Mahidol University)*

“It might be fake but at least people like it and seems to be interested.”

*(Male student from Mahidol University)*

“I think it has to be actors or actresses.”

*(Male student from Mahidol University)*

“I think they would have less credential if they were actors or actresses.”

*(Male student from Mahidol University)*

“I think the politicians would be okay.”

*(Male student from Mahidol University)*

“I think Nose Udom can do it.”

*(Male student from Mahidol University)*

“Wouldn't he be too funny?”

*(Male student from Mahidol University)*

“He can be funny with some serious facts.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University has suggested that Nose Udom and Sorayut are suitable as a speaker in such topic.

“I think Nose Udom.”

*(Female student from Mahidol University)*

“I think Sorayut. He is very serious, even more serious than the prime minister.”

*(Female student from Mahidol University)*

“I agree that it should be a really famous journalist.”

*(Female student from Mahidol University)*

The **first group of Silpakorn** University has suggested that Nose Udom would be suitable for a speaker in global warming topic.

“Nose Udom.”

*(Female student from Silpakorn University)*

“He has the ability to persuade and mesmerize people.”

*(Female student from Silpakorn University)*

“He has his way of speaking.”

*(Female student from Silpakorn University)*

“Most people like him because he's funny.”

*(Female student from Silpakorn University)*

“People like funny things.”

*(Female student from Silpakorn University)*

“He has a very different perspective from other people.”

*(Female student from Silpakorn University)*

“I think those people with art back ground would see things differently from those who don't.”

*(Male student from Silpakorn University)*

The **second group of Silpakorn** University has suggested that those who are well known in the media and have knowledge in global warming would be suitable for such topic.

“VikromKromadit”

*(Male student from Silpakorn University)*

“Dr. Smith Dharmasaroja, the one that came out and warn about the flood. I think he’s cool.”

*(Male student from Silpakorn University)*

“Princess MahaChakriSirindhorn.”

*(Male student from Silpakorn University)*

“Nose Udom. I believe him.”

*(Male student from Silpakorn University)*

“Monk Sompong.”

*(Male student from Silpakorn University)*

“They come out in the media a lot and lots of people listen to them.”

*(Male student from Silpakorn University)*

“I think Nose Udom is someone who can talk about serious stuff and not boring.”

“Dr. Seri Suparathit, nobody might listen to him at first but what he said came out to be true and when things really did happen after someone said that it will happen, people will believe it.”

*(Male student from Silpakorn University)*

“For Vikrom, he’s smart, intelligent and he’s a kind of person who does things for the society even though he’s rich but he can see the problem and choose to live his life moderately and he’s a good man.”

*(Male student from Silpakorn University)*

The **third group of Silpakorn** University has suggested that those who are suitable as a speaker would have to be well known in the society also.

“Nose Udom.”

*(Male student from Silpakorn University)*

“Sorayut.”

*(Female student from Silpakorn University)*

“Ad Carabao”

*(Male student from Silpakorn University)*

“I think they are the people that other people would listen to but some don’t know the information about this and for Ad Carabao, he’s a fighter and he can persuade many things.”

*(Male student from Silpakorn University)*

The **fourth group of Silpakorn** University has suggested that a journalist would be perfect for a speaker in global warming topic.

“Sorayut.”

*(Female student from Silpakorn University)*

“Sorayut is a journalist and when it comes to news, he’s the best.”

*(Male student from Silpakorn University)*

“I agree with my friends. I mean if you have an actor or an actress to come out and speak, it’s like making image because some of them don’t really actually do it. They just wear stop global warming T-shirts which is not working but Sorayut, he seems determined like when there was a flood, he went out and helped.”

*(Female student from Silpakorn University)*

“I think Sorayut, too.”

*(Female student from Silpakorn University)*

“Personally I can’t think of anyone. If I have to think of someone that people will believe it would be teachers or professors. It’s like they are the ones who give you knowledge and they teach you and if they started talking about this to little kids, it’s like cultivating them which is good. It has to be someone that can cultivate us. Parents may be.”

*(Female student from Silpakorn University)*

The **fifth group of Silpakorn** University has suggested that Dr. Art-ongJumsai Na Ayudhya should be the speaker in global warming topic.

“I think Dr. Art-ong. It’s like he has talked about this and he’s interested in this topic and I think that he would know about the environment.”

*(Female student from Silpakorn University)*

### **Additional question 1 conclusion**

Male students in the first group of Mahidol University have agreed that celebrities, actors or actresses, and politicians might be suitable for a speaker in such topic. However, they have added that actors and actresses might somehow have less credentials. Whereas female students have agreed on Nose Udom, the comedian, and Sorayut, the journalist, as a suitable role for a speaker due to their well known in the society.

The second and the third group of Silpakorn University which were male students have agreed on Nose Udom, the comedian, as the speaker. The second group however has added VikromKromadit and Dr. Seri Suparathit due to their former actions toward Thai society. The third group has added Sorayut, the journalist, due to his well known and has significant numbers of listeners. The first, fourth, and fifth group which were female students have suggested that Nose Udom because he has the ability to persuade people, funny, has different perspective and can give a good speech. Sorayut has also been suggested due to the position of a journalist and not making images. Some have suggested that teachers and parents are also suitable for such topic in a way of cultivating the children. Another suggestion has been proposed was Dr. Art-ong because he is interested in such area and already has the information about the environment.

From all the suggestion above, the names that were suggested are mostly well known to the society in some ways, academic or entertainment. But mostly aim to those who appear frequently through television.

**4.2.4.2 Additional question 2: What type of media would suit for global warming in your opinion?** This question was asked to see what type of media the participants think it would be fitted and would be interested.

The **first group of Mahidol** University has suggested that there has to be a condition in getting other people to do things and some suggested that guilt should be put in the media.

“Put put the content in the school textbooks.”

*(Male student from Mahidol University)*

“If you put it in a textbook, it's going to be even boring.”

*(Male student from Mahidol University)*

“It has to be something that can be exchange like if we do something to stop global warming, we should get something out of it.”

*(Male student from Mahidol University)*

“Like throwing away the flashlight batteries, if they set up points where we can dump the used ones and we get something in return for not dumping them in the trash.”

*(Male student from Mahidol University)*

“Yes, like if we go to the mall and we give them the 25 used flashlight batteries and we get a 25 baht coupon in return which is paid by the government.”

*(Male student from Mahidol University)*

“Like that electricity discount promotion.”

*(Male student from Mahidol University)*

“We should use uncommon or new media so that it's interesting.”

*(Male student from Mahidol University)*

“Like Coke commercial.”

*(Male student from Mahidol University)*

“To me, like when I see it. I mean I feel it but just at that moment that I feel like I wanted to help but then when the time passes, I would forget about it.”

*(Male student from Mahidol University)*

“I think we have to wait until it really hits Thailand.”

*(Male student from Mahidol University)*

“I think so, too. Because like in Thailand we didn't see the effect that much. We only feel that it gets hotter that's all. Or do whatever it takes to make the people feel that what they're doing is wrong and make them feel guilty and make them feel that they have to change. That if they don't do it, it's wrong.”

*(Male student from Mahidol University)*

“Like I said we have to put guilt in people's mind.”

*(Male student from Mahidol University)*

“I think it's difficult to find a media that's not boring and has enough information.”

*(Male student from Mahidol University)*

“People won't give the interest in it. It just comes and goes.”

*(Male student from Mahidol University)*

“I think it has to be in cultivation, child cultivating.”

*(Male student from Mahidol University)*

“We have to turn the actions into humiliation.”

*(Male student from Mahidol University)*

“I think it depends on how people see the world like in the movie, he sees it in a broad perspective but in Thailand we just do it for today and tomorrow and that's it.”

*(Male student from Mahidol University)*

The **second group of Mahidol** University has suggested that animations would get their attention in this kind of topic.

“Animations.”

*(Female student from Mahidol University)*

“I think animations are more interesting.”

*(Female student from Mahidol University)*

“But it's not going to be serious.”

*(Female student from Mahidol University)*

“Put something like a bear swimming so that it hits us a little.”

*(Female student from Mahidol University)*

The **first group of Silpakorn** University has suggested that global warming topic is fitted in the documentary kind of media however; some have suggested that animations are also interesting and are easy to understand.

“A kind of a documentary film because it's easy to understand and we kind of have to share it.”

*(Female student from Silpakorn University)*

“Animations. They're interesting.”

*(Female student from Silpakorn University)*

“I don't think documentary would draw that much of an interest.”

*(Female student from Silpakorn University)*

“I disagree. I think a lot of people will interest in it.”

*(Female student from Silpakorn University)*

“Well in Thailand, it's like a trend. It comes and goes.”

*(Female student from Silpakorn University)*

“I think make a program like VRZO and get good looking people to give opinion. This might draw more attention especially teenagers.”

*(Male student from Silpakorn University)*

“I think whatever good looking people do, it looks interesting and we feel like we want to do whatever they do.”

*(Female student from Silpakorn University)*

The **third group of Silpakorn** University has suggested that movies and animations might be interesting.

“I think movies.”

*(Male student from Silpakorn University)*

“I think animations are okay so the kids can understand it, too.”

*(Male student from Silpakorn University)*

“I think we have to make a lot of films about this and make them interesting.”

*(Male student from Silpakorn University)*

“I think it has to start or lead from actors and actresses or celebrities.”

*(Male student from Silpakorn University)*

The **second, fourth and fifth** group of Silpakorn university have not been asked.

### **Additional question 2 conclusion**

Male students from the first group of Mahidol University have suggested that the media about global warming should be something out of ordinary and new to really catch the attention and also might have to put the feeling of guilt and ashamed into the media. The other option is that has the government involved whether in the laws or exchanging things in return for being good citizens in helping stop the global warming. Whereas the second group which was female students proposed that

the animation kind of media would be more interesting; however, the intensity of seriousness is not strong.

The first group of Silpakorn University which was female students have suggested that the media for such topic should be in a type of documentary films due to its best in making the understanding. However, they would not gain much of the attention. The third group which was male students has suggested that animation would be more of an interest or making films in this topic repeatedly and also proposed that personal media would be possible by starting with those who are famous.

From the comments above, the media suggested were mostly in a kind of films and animations for easy understanding. They have also added that it should come out repeatedly to keep arousing the awareness.

## **CHAPTER V**

### **ANALYSIS AND DISCUSSION**

The objectives of this research are to study the three pillars of persuasion in the documentary film, *An Inconvenient Truth*, the influence of attitude of Thai undergraduate students after viewing the documentary film and to study which of the three pillars of persuasion in the documentary film influenced on the attitude. There were 7 groups of participants which were Thai undergraduate students. The participants were 6 males and 9 females from Medicine and Engineering faculty, Mahidol University and 9 males and 11 females from Decorative arts faculty, Silpakorn University. There were 35 undergraduate students in total. This study used focus group as a method in collecting the data and content analysis in analyzing. From the results, 3 findings were found.

#### **5.1 Analysis of the findings**

##### **5.1.1 The attitude of the participants is reinforced rather than changing direction.**

There are 3 effects of attitude: 1) attitude change, this one occurs when the judgment of the argument is changing. The direction may swift from favorable to unfavorable or on the opposite. 2) Attitude maintenance occurs when the audience maintains the original attitude. There are three types of maintenance effect; (a) the original attitude direction is reinforced or strengthened, (b) the listener maintains the attitude by benign avoidance, and (c) the listener is upset by the information so the attitude remain the same. 3) Attitude modification is when an argument affects certain facets of the attitude. The attitude focus is altered rather than the attitude itself (McCroskey, 1968).

The attitude has three basic components which are cognition or opinions and beliefs of an individual toward objects or subjects. The second component is an affection which is the evaluation of feelings and preferences toward objects or subjects. The third component is behavioral or conation which is the action that can be seen and statement of intent (Eiser, 1986).

The answers given by the participants from question 1 and question 3 have explained that the attitude of the participants toward the film and the fact about the global warming are in the stage of attitude maintenance. It is reinforced and strengthened the original attitude direction.

This is because the participants have prior knowledge about the global warming at some points and are aware that global warming is a problem of great concern. As a result, the information given in the film only advanced their existent knowledge, strengthened, and reinforced how severe the global warming issue is. The participant information sheet which was given to each participant before watching the movie showed that 22 out of 35 students strongly agreed that global warming is a significantly important issue. The participants that strongly agreed to this statement were 3 males from engineering, 1 male and 7 females from medicine, and 5 males and 6 females from decorative arts. McCroskey (1968) describes that selective exposure is when people seek out communicative stimuli they think will be consistent with their attitudes, and avoid communicative stimuli they think will be inconsistent with their attitudes (McCroskey, 1968). This shows that participants have had a negative attitude toward the problem and when watching the film, it acted as a communicative stimulus that is consistent with their prior attitude. The cognition of participants toward the global warming issue before watching the film was already in a stage of concern and after they have been exposed to global warming content presented in this film, it reinforced their prior attitude that this is a problem of great concern.

Question 1 and question 3 were asked to describe the feeling after the participants watched the film and to compare the knowledge and the understanding after seeing it. The overall responses from the participants were that they were not only like the film but also fear of the consequence of what might happen if the problem is still lingering on. This shows that the affective component of the participants' attitude toward the global warming content which presented in the film

that they like the information given and they fear of the warnings content in the film. They are also stated that they wanted to be a part in helping the problem. This shows the behavioral component of the attitude which is the result of cognition and affection made up to a behavior or a behavior intended of the participants. In this case of the study, the participants have the intended behavior of wanting to be part in helping out the problem. However, Cherry (2013) stated that social psychologists have found that attitudes and actual behavior are not always perfectly aligned and that people are more likely to behave according to their attitudes under certain conditions. In this study, when the participants give example of how they would help to ease the global warming issue, they tend to expect a favorable outcome out of their action.

“This movie urges us to be aware, to give us more insight about global warming that how far it’s been going on and that we have to unite and help like seriously.”

*(Female student from Silpakorn University)*

“I want to help in simple things like not using air conditioning. Something that I can do that is not too big for me because I’m still a kid.”

*(Female student from Silpakorn University)*

“I like the movie.”

*(Female student from Mahidol University)*

“I agree that this problem is severe.”

*(Female student from Mahidol University)*

The response toward question 3 mostly were that they have prior knowledge about the fact of global warming and after watching the film they have gained more knowledge in advanced stage from the scientific facts presented in the film. Furthermore, they have stated that they movie have made them understand the global warming issue more vividly.

“It's educational. I gain knowledge from it.”

*(Male student from Mahidol University)*

“After watching this I think the information is more advanced.”

*(Male student from Mahidol University)*

“I think I understand more because of the pictures that he showed.”

*(Female student from Mahidol University)*

“I know a lot more after have watched this. I've never seen that much ice before and now it's gone. It changed so much.”

*(Male student from Silpakorn University)*

This answers one of the objectives in the study of how the film influences the attitude of the participants. It shows that there is no shift in the direction of the attitude but rather maintain and reinforced the prior attitude toward the global warming.

### **5.1.2 Al Gore has slightly effect in arousing the awareness.**

From the responses provided by the participants in question 2 and the participant information sheet given before the film presentation, the overall comment were that Al Gore seems to have the power of persuasion and sincerity, devotion, commitment, trustworthiness, and good character.

“I think he's trustworthy because in this documentary film. It also has his biography that makes it very a very credible source.”

*(Female student from Silpakorn University)*

“He seems to know how to talk and very good in persuading.”

*(Male student from Mahidol University)*

“He seems to be a really determine person.”

*(Male student from Mahidol University)*

“He has the characteristic that people will listen to what he has to say and then believe him, very persuaded.”

*(Female student from Mahidol University)*

“There are evidences that he’s been collecting and they’re good.”

*(Female student from Mahidol University)*

“He seems sincere and packs with information, his background and the information about global warming.”

*(Male student from Silpakorn University)*

The participant information sheet given before conducting the focus group revealed that only 1 out of 35 participants knew who Al Gore was. Since most of the participants have no background knowledge of the speaker, there was no prior ethos or initial ethos as McCroskey (1986) called it, toward Al Gore, which McCroskey stated that initial ethos is a very powerful factor in persuasive communication. As a result, the credibility given by the participants occurred during (derived ethos) and after (terminal ethos) watching the film. Most participants used the word “seem” to describe Al Gore. This word is used from a presumption of how the participants perceived Al Gore in the film. The film has a brief biography of Al Gore which gives some information for the participants to use it as a base in forming attitude toward the speaker. This is a derived ethos which speaker builds with their message; for example, Al Gore’s brief personal life, his work life in environmental field and the global warming issue with the support of scientific facts along with words and pictures to cause emotional effects.

Al Gore’s description given by the participants falls into some of ethos measurements; for example, trustworthiness, if the audience thinks that the speaker is someone he or she can trust, they are more likely to believe what the speaker has to say. This might be from the way the speaker speaks, the clothing and the first impression of appearance that gives the audience the feeling of a man with generosity and good character. The participants stated that Gore is trustworthy and credible because he has the information in scientific facts and his experience in the field of the environment.

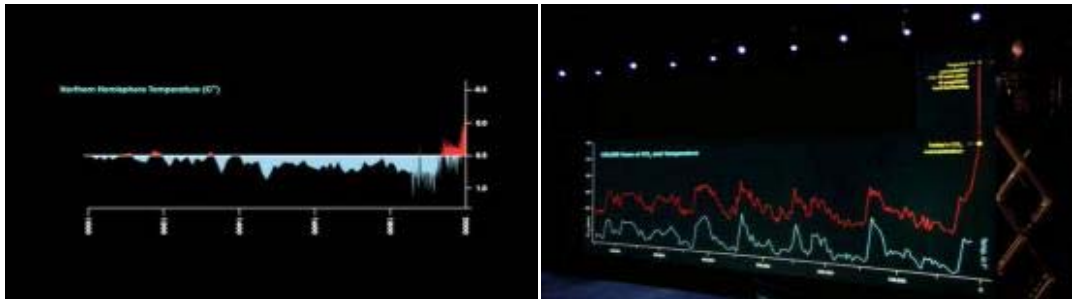
However, the similarity which is one of ethos measurements has no effect toward the participants due to the difference in age, race, culture, citizenship, career, personality, and social status. Whereas, authority and reputation or expertise can be seen in the film, the participants have gained the knowledge of Al Gore’s status as former vice president which is a detail given at the beginning of the film. Reputation or expertise has been introduced through the film which the participants had used such information to form a presumption personality of Al Gore. The participants knew about the experience in the field through the information and pictures shown as evidences in the film.

Terminal ethos which is the product of initial ethos and derived ethos does not occur in this case. Only derived ethos was formed and outcome as terminal ethos after the film ended.

### 5.1.3 The content both scientific and emotional parts are effective in arousing the awareness

The other two of the three pillars of persuasion besides ethos that has already been mentioned, which are pathos and logos. These two appeals were said to be the most essential factors in arousing awareness.

The responses given by the participants from question 4 have revealed that the majority of the participants have focused more on the content both logical and emotional rather than the speaker. Some of male students weighted the logical facts such as graphs and statistics more than the emotional ones. While female students weighted both the logical and emotional content and there might be a slightly tendency toward the emotional ones than the logical ones.



**Figure 5.1** Slides content captured of a comparison of temperature in past decades, [Online], Retrieved from <http://www.google.com>

“The statistics that comes out in numbers.”

*(Male student from Mahidol University)*

“The statistics has comparison in them.”

*(Male student from Mahidol University)*



**Figure 5.2** Scenes captured of a flood prediction and a polar bear searching for ice cap, [Online], Retrieved from <http://www.google.com>

“The pictures. They're scary.”

*(Female student from Mahidol University)*

“The pictures of the polar bears are very sad. It's not only us but everything around us has been affected.”

*(Female student from Mahidol University)*

“The graphs. The height of the graphs is very scary.”

*(Female student from Silpakorn University)*

“I think pictures are easier to understand than graphs.”

*(Female student from Silpakorn University)*

“I think both graphs and pictures make it look dramatic but the graphs show that there's been a research about it.”

*(Female student from Silpakorn University)*

“From the content, I think the tall graph is scary and I feel like I wanted to help.”

*(Female student from Silpakorn University)*

From the examples response above, there is slightly different between pathos and logos. Male students from Mahidol University believed that statistic facts were more believable. This might be because they are majored in the science field of the study and were taught to look at the logic reasoning rather than the emotional related fact, that were from the Gore's words, or the animation of a polar bear swimming in an open sea.

Whereas female students from Mahidol University thought that pictures and other emotional evidences were quite depressing and aroused them to want to help despite the fact that they were also from the science field of the study.

Both male and female students from Silpakorn University believed that both contents, scientific part and emotional part, were somewhat equally in arousing the awareness. But from the comments provided by the participants, the tendency was slightly tilted toward the emotional parts.

As for pathos, some comments revealed the sense of fear and pity which were mentioned to be in the sets of emotions that can be used to stir the emotions of the audience. In this case study, the film presented many evidences that lead to emotional stir such as fear, which is a negative emotion and the audience seemed to receive them as expected. The evidences showed above that the majority of female participants used the word “scare” to describe the feeling they have toward the film which presented in the comments of question 1 with the explanation that the animated polar in an open sea and a duplicate of flooded area in the future might be like were the ones that evoke fear emotions.

Logos on the other hand seemed to support pathos in making it more believable and convincing that the global warming is severe. This answered the second objective in the study on which persuasive element has the most influential effect on the audience.

## **5.2 Conclusion, Discussion, and Recommendation**

This study examined an attitude influence by a film. Using a case study of the documentary film, “An Inconvenient Truth”, was started by a concern of an ongoing problem, global warming, with the objectives to study the rhetoric of the film, to see the attitude influence of the participants by the film and which persuasive element (three pillars of persuasion) has the most effect on the audience. Participants chosen for this study came from 2 universities, Mahidol University and Silparkorn University which represented sciences and arts field of the study. Focus group was used in collecting the data and analyzed using content analysis with the approach of three pillars of persuasion in rhetoric and attitude.

### **5.2.1 Conclusion**

Rhetoric communication is used to persuade the audience. The three pillars in persuasion are the key in rhetoric communication. They are ethos, pathos and logos. Ethos in this case study is characteristic of Al Gore perceived by the audience through the movie. For those who knew Al Gore would think of him as a person in authority according to Gore's background.

In this film, Gore gives his brief personal life and work through the context of the film and because of his image given in the film that he's been contributing his effort to global warming. As a result, his ethos perceived in this film would be a person who is trustworthy, credible and devoted because of him working in an expedition to find out about the global warming and his effort in getting the words out through the science evidence and explanation.

In this film, logos or the logical reasoning was scientific facts that Gore uses and claims that they were from experts. Gore uses graphs, charts, pictures and examples such as animated stories to explain scientific facts in an easy way to both audiences with and without background in global warming. Most of the evidences Gore use in this film come from scientists and experts in global warming and not from his own to avoid the bias that may later become arguments of using the authority as advantage.

In a good rhetoric of persuading, not only ethos of the speaker should be perceived as a trustworthy source and logical argument made clear to the audience but stirring and triggering the emotion of the audience is also essential. Gore uses his family stories as metaphors of people taking advantage of our home, the earth, and that it might be too late to save it. Besides the stories of Gore's family, pictures of nature comparison and animated stories of the flood prediction and homeless polar bear that were used to support the logical argument affect the emotion of the audiences in creating fear of the catastrophe in the near future.

From the study, it was found that the attitude of the participants toward the content in the documentary film was rather reinforcing than changing. This is due to the prior cognitive of the participants had before watching the film. The participant information sheet given before seeing the film revealed that all participants have heard of the ongoing problem global warming, had some basic knowledge about the subject

and felt that it is a concerned issue. As a result, after seeing the film, the attitude about the subject remained the same because the subject was not new to the participants; however, they have stated that the film has given them more in-depth details about the subject and advanced their knowledge. This shows that not only the attitude was reinforcing but also strengthens. Moreover, the attitude toward global warming that it is an ongoing issue that needs some changes, they also stated that this film was somewhat give them the feeling of fear of the future to come if the problem still persists. This answered the first objective of the study of how the film influences the attitude of the audience.

In persuasion especially in public speaking, which was the technique used in the documentary film which was the case study, three pillars of persuasion are essential in persuading the audiences. They are ethos, pathos, and logos. Ethos or the credible of a speaker and in this case study is Al Gore. Lincoln Mullen (2011) and Andrew Dlugan (2010) believe that ethos is the primary when it comes to persuasion While Aristotle believed that logos is the most essential.

From this study, Al Gore has slightly effect in arousing the awareness. The participant information sheet given prior showing the film revealed that only 1 student out of 35 students knew who Al Gore was. As a result, there was no initial ethos toward Al Gore. Derived ethos was formed during watching the film and resulted in terminal ethos. All participants have agreed that Al Gore seemed to have the power of persuasion, sincerity, devotion, commitment, trustworthiness, and good character. The participants explained that the characteristics they have given Al Gore came from the brief biography given in the film and the story within the context of global warming. However when the participants were asked which of the modes of persuasion has the most effect on them, ethos was not one of them.

The study showed that the content both scientific and emotional part were effective in arousing the awareness. The participants have responded that the logical and emotional content affected them more than the speaker, which means pathos and logos were primary in this case study. Male students from Mahidol University have agreed that scientific facts were more effective whereas female students from MahidolUniversity thought that animation and pictures were more effective even though both groups of students major in science field.

Students from Silpakorn University, both male and female, agreed that both contents were equally effective; however, when asked to give example of the content, they tend to give details related to an emotional content more than the logical content. The participants expressed the feeling of fear and pity when giving the content examples both in logical and emotional. This shows that pathos and ethos works simultaneously in influencing the audiences.

The study showed that the power of persuasion of a documentary which is the title of the study affects certain groups of audiences. Not every type of media would influence every type of audience. In this study, no shift in the attitude was changed not because the film is not good but the participants already know about the problem and think that it is a concerned one.

There is intended behavior shown in focus group discussion that they would like to be a part in solving the problem. However, there was a limitation in the research, the researcher was unable to do a follow up on the participant to see the intended behavior change in to behavior or not. Even though the attitude has no clear shift occurred in the participants, most of participants despite the difference in gender and field of the study agreed that the content whether it is a logical argument or emotional trigger did arouse their will in doing something about the problem. The film was successful in giving more in-depth information and influenced the intended behavior in this group of participants.

## **5.2.2 Discussion**

### **No shifting due to the right direction**

Global warming is an ongoing threat that has been around for decades. Most of Thai people have heard of the word ‘global warming’ and have had the media access to global warming information. According to The Top 10 Science News Read Survey done by Ministry of Science and Technology, Thailand, it showed that global warming news was announced the first place as widely known topic on the 28<sup>th</sup> of December 2006 on Manager online newspaper (online manager, 2006). This might be the reason that there is no shift in the attitude toward the documentary film in the case study because the participants’ status were the first and the second year university students and that they might be educated about the topic. Some of participants stated

that they have learned about the global warming since high school but the film was more advanced in the information. Aiming in the awareness attitude might not be enough but the attitude of the will to be part in seizing the problem should be more focus on.

### **Person with knowledge VS. Person with fame**

As many scholars believe that ethos is the primary in all appeals of persuasion but this case study result came out differently. The speaker (Al Gore) in the documentary film was not well known or shared any backgrounds with the participants and that causes the participants to overlook the speaker and focused more on the content shown in the film.

The additional questions that were asked to give suggestion on who would be a suitable Thai speaker for such topic, the result came out that he or she would have to be well known in the society or the country. And another question asked about what type of media would suit for global warming topic, the participants stated that animation would be easy to understand; however, there were voices stated that it has to start with a person, someone they know doing it as a role model then they would follow and do it.

One particular example the participant gave was an online television that come up with a topic question and ask the opinion of a 100 good looking males or females. The participant added that he or she would listen and do what 100 good looking people do just to be like them and other participants started to agree with that participant. So choosing the right speaker into the right media would tend to be more effective in resulting an action or causing trends. This may or may not interpreted that role model is still needed at some point as an inspire leader. An expert, Bran Ferren, Co-Founder & Chief Creative Officer, Applied Minds, has given an interview on the topic "How important are role models?" on Curiosity.com from Discovery that role models are critically important. People look for other people to emulate, to be inspired by (Ferren, 2011). Take Pae Arak, an actor, as an example, he once gave an interview that he loves riding a bike and with pictures of him with a bike in the presence of media, a trend is formed. A Day magazine had a special article about bicycles and even formed a day bike fest 2012 which attracted many readers and the bike lovers to

participate. As a result, the trend of bicycle riding is bubbling up. As mentioned earlier that in this case study ethos had no effect in influencing the attitude, if the speaker was someone well known to the participants, the result may be different.

### **Favorable in general**

In the first question in focus group, when the participants were asked how they feel about the movie and the response about the liking were positive but the reaction observed during the participants watching the movie had the atmosphere of boredom. The responses were not harmonized with the reaction while watching. The participants might withhold the true feeling toward of the movie in favorable to the researcher.

The reaction toward the movie is infused with boredom might be because of the case study media was not the right media or the media itself is not good enough; however, Yale Forum on Climate Change & the Media has conducted a retrospective analysis examines how the film and the former vice president have weathered the climate policy storms in the years since and announced on Memorial Day weekend 2011 that five years after its May 28, 2006 theatrical release, *An Inconvenient Truth* (hereafter AIT) and its “star” still play leading roles in American and even international discussions of climate change (Svoboda, 2011). This shows that “*An Inconvenient Truth*” is a good documentary film.

Micheal Svoboda (2011), an Assistant Professor of Writing at The George Washington University with a long interest in climate change communications, added that the energy and emotions triggered by *An Inconvenient Truth* have revealed that terrain on which politics of climate change will be played out in the U.S. For this result alone, the film should be considered a success. The media is called a success in the U.S., it might be because of the different culture of the participants which were the wrong group chosen by the researcher.

The attitude toward global warming in the sense that it is only reinforced and strengthen but did not result in pushing the change in action may or may not implies their attitude toward other ongoing problems in Thailand. This may not summarized that the overall characteristic of Thai people due to the typical case sampling. The sample cannot be used to make generalizations to a population (Lund

Research Ltd, 2012). However, the survey conducted in 2012 by Khon Thai foundation, revealed that Thai people are alert in participating in activities and require having roles in local development; for example, assistance in easing public hazard relating in child development, education, sports, and environment(Khonthaifoundation, 2012).

### **Films for certain culture**

With the documentaries having narrow viewers and the characteristic of Thai people loving entertainment, documentaries might not be much of an interest in the vast Thai viewers. VagoDamitio (2013) talks about how mass media shapes personal identity that the influence of mass media shapes our concepts of who we are and what is important to us. Damitio refers to JayhasingyJhala's examination of the effects of films intended for a western audience when viewed by an Indian audience. The ethnographic films are documentaries about Yanaomamo culture that have taken place with the advent of television and mass media within that culture. The films was shown to groups of Indian nationals and got very different reactions to the films than from Western audiences. The Indian audiences had not had the same messages broadcast to them in the building of identity as those of the West and thus had a very different reaction to the films (Damitio, 2013).

### **Characteristics and media**

If the media forms and has a role in character building, then is the media in Thailand responsible in shaping Thais' perspective and character to be generous, love reputation, always enjoy life but lack of disciplines, selfish and self-centered? Characteristics given above come from Khon Thai Foundation that has conducted a survey in the title "What are Thai people thinking?" with 100,000 respondents across Thailand. Not only characteristics of Thai people were defined in this survey, it also reveals Thai people's opinion toward Thailand's development in the present. It shows that 54% believed that Thailand has developed appropriately whereas 14% believed that Thailand has developed inappropriately. Those in favor that Thailand has developed appropriately give reasons to support mostly in the policies that they benefit from. On the other hand, those who are in favor that Thailand has developed

inappropriately give reasons about the unsolved problems and structured problems which are complicated in managing (Khonthaifoundation, 2012). Can this be implied that because of the media we consume shape us who we are and the way we see national issues are not our own issues and that we have no ability to drive things the way they supposed to be? The researcher asked the participants whether global warming can be solved, the response was that most of them paused and stated in the same direction that it is very difficult and that they alone cannot do it and that it is too big for them.

Global warming is used as an example of many ongoing problems exists not only in Thailand but worldwide. It is presented through the media that is believed to have the ability in educating and altering the attitude. The film is strong enough to reinforce and strengthen the attitude but not strong enough to evoke the action in this case study; however, there was intended behavior shown in the study. This might be because of the media was not right for the participants or the participants had no interest in this kind of media. In both cases, selective exposure might be able to explain that people choose to expose to something that benefit themselves or that increase self-utility. In this case, the only thing they obtain was knowledge. If many ongoing are aware of but are still neglected, we need to educate the next generation not to repeat the past, the flaws we had. Learning is essential and mostly it comes from imitating. Media always presents role models in both good and bad. If the media is used in a profitable way to the nation, it could be a really good teacher if the right thing was presented through it.

### **5.2.3 Recommendation**

#### **Further research**

1. Conduct research with different university but within the same age range to see the differences.
2. Conduct research with western documentary comparing to Thai documentary to see the differences in the attitude. This is due to the example contents presented in this study were mostly in western related. If the examples are related to Thai undergraduate students, the result might be different.

### **Media policy recommendation**

In making a campaign or producing media related to national issues, repetition in broadcasting is essential in altering the attitude and behavior. The media should consider in repeating the content in various form to keep stimulating the audience.

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