



EXPLORING AUDIENCE PERCEPTION: A CASE STUDY OF MALAYSIAN
UNIVERSITY STUDENTS' PERSPECTIVES BEFORE AND AFTER VIEWING
PORTRAYALS OF AUTISM IN DRAMA SERIES

BENNY CHUA YAW ANN

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF COMMUNICATION (HONOURS) BROADCASTING

FACULTY OF CREATIVE INDUSTRIES

UNIVERSITI TUNKU ABDUL RAHMAN

JAN 2024

EXPLORING AUDIENCE PERCEPTION: A CASE STUDY OF MALAYSIAN
UNIVERSITY STUDENTS' PERSPECTIVES BEFORE AND AFTER VIEWING
PORTRAYALS OF AUTISM IN DRAMA SERIES

BENNY CHUA YAW ANN

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF COMMUNICATION (HONOURS) BROADCASTING

FACULTY OF CREATIVE INDUSTRIES

UNIVERSITI TUNKU ABDUL RAHMAN

JAN 2024

ACKNOWLEDGEMENTS

I sincerely appreciate the completion of this thesis within the scheduled time. This thesis would have been impossible to complete without the assistance and cooperation of everyone involved.

I am deeply thankful to my supervisor, Mr Beh Chun Chee, for providing invaluable guidance and timely direction throughout this thesis. I also express my gratitude to my parents and friends whose warm encouragement and emotional support were invaluable to me.

To every one of you, I would like to express my gratitude to everyone who gave me continuous support. This thesis has been completed by having all your efforts and contributions.

BENNY CHUA YAW ANN

APPROVAL FORM

This research paper attached hereto, entitled “Exploring Audience Perception: A Case Study of Malaysian University Students’ Perspectives Before and After Viewing Portrayals Of Autism In Drama Series” prepared and submitted by Benny Chua Yaw Ann in partial fulfilment of the requirements for the Bachelor of Communication (Honours) Broadcasting is hereby accepted.



Date: 8 May 2024

Supervisor

Mr Beh Chun Chee

UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF CREATIVE INDUSTRIES

Date: 5/5/2024

SUBMISSION OF FINAL YEAR PROJECT / DISSERTATION / THESIS

I, Benny Chua Yaw Ann (ID No: 2001707) hereby certify that I have completed this final year project / dissertation / thesis* titled “Exploring Audience Perception: A Case Study of Malaysian University Students and Their Perception on Before and After Watching Autism Related Movies and Drama Series” under the supervision of Mr Beh Chun Chee from the Department of Media, Faculty of Creative Industries.

I understand that the University may upload the softcopy of my final year project in PDF to the UTAR Institutional Repository, which may be made accessible to the UTAR community and public.

Yours truly,



BENNY CHUA YAW ANN

ABSTRACT

Autism Spectrum Disorder (ASD) has been a longstanding social issue in Malaysia ever since the country was formed. However, Malaysians do not pay adequate attention to the autism community due to low acceptance and a feudal society. This has caused individuals with autism to be left out by society, as most Malaysians fear to understand and interact with the autism community. Therefore, this study is aimed at analysing perceptions towards the ASD community before and after watching ASD movies and drama series among Malaysian university students. A purposive sampling involving 20 respondents was used for the data collection process. The targeted respondents were Malaysian university students aged 18 to 25 years old, with students aged 21 to 23 being the most represented (n=16). The respondents will complete the first part of the survey and then proceed to the second part after consuming an ASD drama series. Drawing upon Uncertainty Reduction Theory (URT), the findings revealed that the perception of the respondents has changed after the screening session of the ASD drama series. These findings suggest the potential for increased acceptance and empathy towards the ASD community among Malaysian university students. Ultimately, it is hoped that this study will contribute to increasing the enrolment rate of individuals with ASD in local universities and changing perceptions towards the ASD community.

Keywords: Audience Perception, Autism, Autism Movies and Dramas, Uncertainty Reduction Theory

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Name : BENNY CHUA YAW ANN

Student ID : 20UJB01707

Signed

: 

Date : 5/5/2024

TABLE OF CONTENTS

	Page
ABSTRACT	i
DECLARATION	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGRUES	vii
CHAPTERS	
1 INTRODUCTION	1
Background of the Study	1
Problem Statement	2
Research Objective	2
Research Questions	2
Significance of Study	3
2 LITERATURE REVIEW	4
Introduction	4
Autism Spectrum Disorder (ASD)	5
Autism Movies and Drama Series	5
Negative Interpretations of ASD	5
Savant Skill by ASD Individuals	6
Audience Perceptions After Consuming ASD Movies and Drama Series	6
Positive Depiction towards Audience Perception	7
Negative Depiction towards Audience Perception	8
Uncertainty Reduction Theory	8
Uncertainty Reduction Theory towards Autism	9
3 METHODOLOGY	11
Introduction	11
Research Design	11
Data Collection Method	12
Research Instrument	12
Dependent Variable	13
Independent Variables	13

4	FINDINGS & ANALYSIS	14
	Introduction	14
	Findings	14
	Respondent	14
	Media Consumption on Movies and Drama Series	15
	Perception Towards ASD Before Watching ASD	18
	Movies and Drama Series	
	Perception Towards ASD After Watching ASD	22
	Movies and Drama Series	
	Audience perception on the ASD movies and drama series	22
	Perception Towards ASD After Watching	25
	Extraordinary Attorney Woo Episode 3	
5	DISCUSSION & CONCLUSION	30
	Introduction	30
	Discussion	
	Perception of Malaysian University Students Towards the ASD Drama Series	30
	Changing of Perception by the Malaysian University Students	31
	Limitations	32
	Recommendations	33
	Conclusion	33
	REFERENCES	34
	Appendix A Survey Questionnaire	39
	Appendix B Turnitin Report	43

LIST OF TABLES

Table		Page
4.1	Gender and Age Crosstabulation Table	14
4.2	ASD Movies and Drama Series Consumption Crosstabulation	17
4.3	Audience Familiarity on ASD Community Before Watching	18
4.4	Audience Communication with ASD Individuals Before Watching	18
4.5	Audience Comfortability When Communicate with ASD Before Watching	19
4.6	Audience Perception Towards Befriending ASD Individual Before Watching	19
4.7	Audience Empathy on ASD Community Before Watching	20
4.8	Perception on Difficulties Encountered by ASD Community Before Watching	20
4.9	Audience in Helping ASD Community Before Watching	21
4.10	Perception of having ASD Individuals in Community Before Watching	21
4.11	Perception on the Drama Series	22
4.12	Perception in Attracted Towards the Story	22
4.13	Changing in Perception After Watching the Drama Series	23
4.14	Positive Portrayal of ASD on the Drama Series	23
4.15	Knowledge Learnt After Watching the Drama Series	24
4.16	Perception on Drama Series is Portraying True Life of ASD Community	24
4.17	Audience Familiarity Towards ASD After Watching	25

4.18	Audience Communication with ASD Individuals After Watching	25
4.19	Audience Comfortability When Communicate with ASD After Watching	26
4.20	Audience Perception Towards Befriending ASD Individual After Watching	26
4.21	Audience Empathy on ASD Community After Watching	27
4.22	Perception on Difficulties Encountered by ASD Community After Watching	27
4.23	Audience in Helping ASD Community After Watching	28
4.24	Perception of having ASD Individuals in Community After Watching	28
4.25	Perception on ASD Should Be Treated as Normal People	29

LIST OF FIGURES

Figure		Page
2.1	Graph on the relationship between the uncertainty and comfort level	9
4.1	University Student Pie Chart	15
4.2	Movies and Drama Series Consumption Period	15
4.3	Medium Used to Consume Movies and Drama Series	16
4.4	Movies or Drama Series Daily Consumption	16
4.5	Reason for Watching Movies and Drama Series	17

CHAPTER 1

INTRODUCTION

1.0 Background of Study

The media landscape in Malaysia has witnessed a surge in viewership, with TV and online streaming platforms like Netflix and Prime Video becoming popular choices for entertainment. According to The Malaysian Reserve (2017), tens of thousands of Malaysians tune in to TV dramas and movies every minute, with an average of 44,000 to 45,000 viewers per program. Additionally, Nielsen's data for 2020 reveals that 14.1 million Malaysians, primarily aged 15 and above, subscribe to online streaming platforms, making it a significant part of their lifestyle (Yeoh, 2023).

This widespread access to diverse content on streaming platforms means Malaysian audiences are exposed to various genres, including those depicting characters with autism spectrum disorder (ASD) in movies and dramas. Examples like the classic film "Forrest Gump" and the recent Korean drama "Extraordinary Attorney Woo" highlight the challenges and experiences of individuals with disabilities. This exposure fosters awareness and understanding of the ASD community among Malaysians, as noted by Huete (2023).

Moreover, university students, particularly those in Generation Z (born between 1997 and 2012), are heavy consumers of streaming media, with 70% subscribing to Netflix (Jay, 2023). This demographic spends considerable free time watching movies and dramas, presenting an opportunity for increased exposure to ASD-related content. As Bakker (2019) observed, the enrolment of ASD students in universities has risen, creating a higher likelihood of encountering classmates with ASD. Through consuming media depicting ASD, university students gain insight into the daily lives and challenges faced by individuals on the spectrum, fostering acceptance and understanding within the campus community.

This study aims to explore university students' perceptions of ASD after consuming relevant movies and dramas, using the uncertainty reduction theory as a framework.

1.1 Problem Statement

Currently, research on audience perceptions of ASD is limited in Malaysia due to low acceptance and unfamiliarity with disabilities. Existing studies primarily focus on identifying ASD factors rather than audience perceptions of the ASD community. It is crucial to understand Malaysian university students' perceptions as they are more likely to encounter individuals with ASD. Therefore, this study aims to examine how university students' perceptions of the ASD community change after consuming ASD-related media, using the uncertainty reduction theory.

1.2 Research Objectives

The aim of this study is:

1. To discover the difference in perceptions towards autism community before and after watching autism drama series among Malaysian university students.
2. To analyse these perception changes using uncertainty reduction theory.

1.3 Research Questions

1. What are the perception changes toward autism community before and after watching autism drama series among Malaysian university students?
2. What are the reasons behind these perception changes using uncertainty reduction theory?

1.4 Significance of Study

This study's findings can draw attention to the ASD community among Malaysian university students, especially with the rise in ASD student enrolment. It aims to raise awareness and shift perceptions among high institution students after exposure to ASD-related media. By reducing negative perceptions, it contributes to improving societal acceptance of the ASD community in Malaysia. With more ASD students in universities, the government may also prioritize their needs. Thus, the study analyses perception changes towards the ASD community through ASD-related media, employing the uncertainty reduction theory.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This section is highlighting the key findings from past research and studies that have been conducted on audience perceptions towards autism and uncertainty reduction theory. It will discuss on the ASD, and ASD related movies and drama series. Moreover, discussion on the audience perceptions towards autism before and after watching ASD movies and drama series will also be conducted in literature review. Lastly, uncertainty reduction theory will be used to analyse the audience perceptions after watching the ASD related movies and drama series.

2.1 Autism Spectrum Disorder (ASD)

ASD is a neurodevelopmental condition characterized by social communication restrictions and repetitive behaviours, including language delays, epilepsy, and cognitive challenges (Elci et al., 2023). In addition, Fasulo (2019) suggests that individuals with ASD may exhibit self-centred behaviour, difficulty understanding others' perspectives, and limited self-awareness, often focusing on their own interests during conversations without considering others' emotions. These symptoms typically manifest from childhood and persist into adulthood, impacting daily functioning. Despite ongoing research, there is no specific treatment for ASD symptoms (Elci et al., 2023). Early detection and intervention, however, can lead to positive outcomes, improving quality of life for individuals with ASD and their families (Low et al., 2021).

While ASD poses challenges in social interactions and behaviour, some individuals with ASD exhibit exceptional abilities, known as "savant skills" (Hwang, 2023). Uddin (2022) further supports this notion, stating that some individuals with ASD may demonstrate remarkable

cognitive abilities in specific domains such as mathematics, music, or art. This highlights the diversity of talents within the ASD population. towards a normal individual.

2.2 Autism Movies and Drama Series

The media industry's portrayal of individuals with ASD in movies and dramas has a significant impact on society and captures audience attention (Hwang, 2023; Al-Zoubi & Al-Zoubi, 2022). Domaradzki (2022) notes the collaboration between American and international film industries in producing popular disability-themed films. For instance, the character Sheldon Cooper in "The Big Bang Theory" played by Jim Parsons portrays high-functioning autistic traits (Rourke & McGloin, 2019). Hwang (2023) emphasizes the dominance of the American film industry in shaping global popular culture and audience perceptions.

However, Hwang (2023) also points out a tendency in portraying ASD individuals in movies and dramas with repetitive interests and idiosyncratic behaviours, often leading to negative interpretations (Poe & Moseley, 2016). This can contribute to misconceptions about the autism community. Additionally, savant skills, such as exceptional abilities in mathematics, music, or art, are often depicted in ASD-related media (Hwang, 2023; Poe & Moseley, 2016).

2.2.1 Negative Interpretations of ASD

Filmmakers often present ASD in movies and dramas with stereotypical and inaccurate portrayals, focusing on extreme features and negative stereotypes (Domaradzki, 2022; Jones et al., 2023). These depictions may label ASD individuals as either "freaks" or "geniuses," contributing to social dysfunction perceptions (Poe & Moseley, 2016). Domaradzki (2022) notes that films often neglect scientific accuracy in favour of ethical, psychological, or

economic dimensions, leading to misinformation. Moreover, Poe and Moseley (2016) argue that the increasing number of ASD-themed productions is driven more by filmmakers' desire for audience attention than by a genuine understanding of ASD. Consequently, while ASD movies and dramas may attract viewers, they risk perpetuating negative perceptions and misconceptions about the ASD community.

2.2.2 Savant Skill by ASD Individuals

ASD movies and dramas often depict protagonists with savant skills, portraying them as possessing remarkable abilities in specific fields (Hwang, 2023; Poe & Moseley, 2016). These skills, such as superhuman memory or mathematical prowess, set the characters apart from others in the storyline. However, Hwang (2023) notes that this portrayal is not entirely accurate, as most individuals with ASD do not exhibit such high-functioning savant abilities. Additionally, Uddin (2022) highlights that not all savants are autistic, nor are all autistic individuals' savants, as savant syndrome is not always linked to low IQ.

This discrepancy between media portrayals and reality contributes to misleading perceptions of ASD. Domaradzki (2022) argues that popular ASD movies and dramas simplify and sensationalize the disability to enhance their appeal to audiences. Consequently, the depiction of savant skills in ASD characters is likely exaggerated by filmmakers to attract attention, rather than reflecting the reality for most individuals with ASD.

2.3 Audience Perceptions After Consuming ASD Movies and Drama Series

Mass media significantly influences individuals' daily lives and shapes their perceptions of the world and society (Panait & Coman, 2022; Jones et al., 2023). The types of media consumed

impact attitudes, beliefs, and perceptions towards societal issues (Panait & Coman, 2022). This influence extends to raising awareness of societal interests, including issues affecting communities like ASD (Hwang, 2023).

As ASD characters become more prevalent in media, societal interest in disability issues grows, shaping public perceptions (Hwang, 2023; Al-Zoubi & Al-Zoubi, 2022). Audiences interpret societal phenomena through media content, including ASD movies and dramas, influencing their perceptions (Al-Zoubi & Al-Zoubi, 2022). Consequently, consuming media about ASD can create positive or negative perceptions of the ASD community based on the content's portrayal (Panait & Coman, 2022).

2.3.1 Positive Depiction towards Audience Perception

The portrayal of ASD individuals in movies and dramas can influence audience perceptions, making positive depictions crucial for fostering positive attitudes towards the ASD community (Jones et al., 2023; Panait & Coman, 2022). Positive media representations can significantly benefit the ASD community by shaping public understanding and attitudes (Panait & Coman, 2022). This is particularly important as it provides audiences with accurate information, helping them develop realistic views of ASD (Al-Zoubi & Al-Zoubi, 2022).

Moreover, positive depictions can increase respect for the ASD community and challenge negative stereotypes (Panait & Coman, 2022; Al-Zoubi & Al-Zoubi, 2022). By promoting positive images, media can contribute to improving the lives of individuals with autism (Jones et al., 2023). Therefore, positive portrayals in movies and dramas play a vital role in shaping positive perceptions of the ASD community within society.

2.3.2 Negative Depiction towards Audience Perception

Negative depictions of ASD individuals, often emphasizing repetitive interests and idiosyncratic behaviours, are prevalent in movies and dramas (Hwang, 2023). Such portrayals reinforce negative stereotypes and can lead to inaccurate views and increased stigma towards the ASD community (Jones et al., 2023). Low education and socioeconomic status contribute to the public's reliance on media portrayals, potentially leading to misconceptions about ASD (Low et al., 2021). Misinterpretations may arise, with some assuming ASD is solely a paediatric disorder (Low et al., 2021). This lack of understanding, exacerbated by cultural beliefs, such as karma or religious myths, further influences negative perceptions (Low et al., 2021).

The impact of negative depictions on audience perceptions is significant, particularly among those with lower education levels, who may fully believe in the accuracy of media portrayals (Jones et al., 2023; Panait & Coman, 2022). These portrayals can shape public attitudes and contribute to misunderstandings about the ASD community.

2.4 Uncertainty Reduction Theory

The uncertainty reduction theory (URT), pioneered by Berger and Calabrese in 1975, focuses on reducing uncertainty and increasing comfort levels during early interpersonal communication (Bilmes, 1984). This theory emphasizes information-seeking behaviours to foster mutual understanding and deepen relationships. In the initial stages, individuals exchange personal details to alleviate uncertainty and enhance communication. As uncertainties decrease, relationships evolve into deeper, more casual connections, bringing individuals closer together.

URT encompasses three strategies for gaining information: passive, active, and interactive. In the passive strategy, individuals observe their target's behaviour to discern their characteristics.

The active strategy involves indirect communication through third-party sources or online research. Finally, the interactive strategy entails direct communication, typically starting with formal questions to reduce uncertainty gradually (Figure 2.1).

Reducing uncertainty can positively influence perceptions, as noted by Rourke and McGloin (2019). The URT framework elucidates how audience perceptions of the ASD community may change over time as uncertainties are resolved and comfort levels increase.

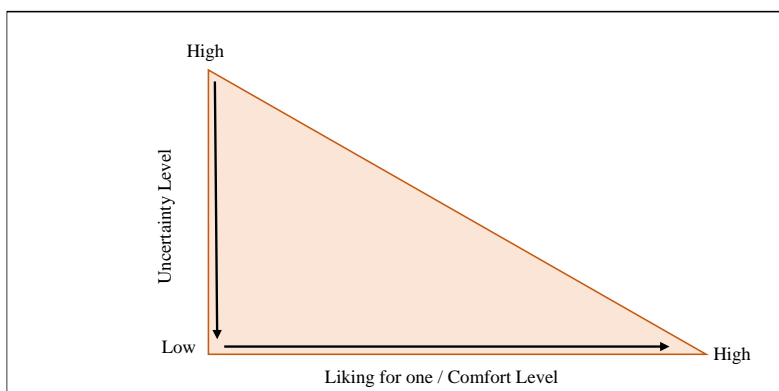


Figure 2.1: Graph on the relationship between the uncertainty and comfort level

2.4.1 Uncertainty Reduction Theory towards Autism

According to Akbarani and AyuDesiana (2020), interacting with students with ASD involves high levels of uncertainty, emphasizing the importance of reducing uncertainty by understanding their interests and behaviours. This process includes entry, personal, and exit phases, where teachers aim to engage with students, learn about their interests and behaviours, and foster future interactions. This approach is not only applicable to interactions between teachers and ASD students but also relevant to mass audiences seeking to understand the ASD community through movies and dramas. Rourke and McGloin (2019) support this idea, noting that individuals perceive themselves to be more like their interaction partners, aiding in uncertainty reduction. Perspective-taking is crucial in understanding others and can contribute

to reducing uncertainty. Therefore, uncertainty reduction theory (URT) plays a significant role in changing mass audiences' perceptions of the ASD community through movies and dramas.

CHAPTER 3

METHODOLOGY

3.0 Introduction

The research adopts a quantitative approach, focusing on numerical data collection and analysis to describe, predict, or control variables of interest (Sreekumar, 2023). This method enables examination of relationships between variables and generalization of results to wider populations. Given the focus on Malaysian university students' perceptions of the ASD community before and after viewing ASD movies or dramas, quantitative research is most suitable.

Targeted sampling, also known as purposive or judgmental sampling, is employed. This method involves specifically selecting individuals who meet the criteria for addressing the research questions. Targeted sampling ensures the collection of accurate and insightful data for analysis (Resonio, 2023).

3.1 Research Design

The research questionnaires are divided into three sections: A, B, and C. Section A gathers demographic information to ensure respondents meet the criteria for the study. Section B focuses on media consumption habits, including daily consumption length and reasons for watching movies and drama series, with most questions being multiple choice to analyse preferences. Lastly, Section C explores audience perceptions of the ASD community before and after watching an episode of an ASD drama series.

Respondents first complete Sections A and B, followed by screening for the third episode of "Extraordinary Attorney Woo," which features two different ASD individuals. In this episode,

two different types of individuals with ASD will be involved: the protagonist, who is a lawyer, and her client. The client is accused in a murder case, but he cannot defend himself as he struggles to communicate with others. Therefore, the protagonist assists her client in fighting for his rights and clearing him of the murder charges. Subsequently, they answer questions in Section C about their perceptions before and after watching the episode. All questions in Section C utilize a Likert scale to measure changes in audience perception before and after consuming ASD movies and drama series.

3.2 Data Collection Method

The data collection for this research will be conducted through Google Forms, distributed to 20 participants aged 18 to 25 years old to complete the online survey. The target respondents of this survey are Malaysian university students who are exposed to both local and overseas movies and drama series.

3.3 Research Instrument

The research instrument is a tool for collecting, measuring, and analysing data related to the research interest. It can include interviews, tests, surveys, or checklists (Teachers College, n.d.). This study utilizes survey questionnaires for data collection, making it a correlational research attempt. Correlational research involves measuring two or more variables to understand their relationship. It typically involves manipulating an independent variable and observing its effect on a dependent variable (Fleetwood, 2023; Bhandari, 2023).

3.3.1 Dependent Variable

The dependent variable of this research is the audience perception of Malaysian university students towards the ASD community.

3.3.2 Independent Variables

The independent variables of this research are the Malaysian university students on *(1) before* and, *(2) after* consuming the ASD related movies and drama series.

CHAPTER 4

FINDINGS AND DATA ANALYSIS

4.0 Introduction

The perceptions of Malaysian university students are the main significant outcome of this research study. This chapter is going to analyse the results from the survey questionnaire which has been distributed to 20 Malaysian university students aged 18 to 25 years old to understand the perceptions before and after watching ASD drama series. The data will be analysed using tables, graphs, and charts.

4.1 Findings

4.1.1 Respondent

Count		Age		Total
		21 - 23	24 - 25	
Gender	Female	7	0	7
	Male	9	4	13
Total		16	4	20

Table 4.1: Gender and Age Crosstabulation Table

The table 4.1 shows the age and gender breakdown of 20 respondents in a survey about their perspective before and after watching an ASD-related drama series. Kunst (2024) found that 44% of 18 to 29-year-olds watch drama series daily. In our sample, respondents' ages ranged from 21 to 25, with (n=16, 80 percent) aged 21 to 23 and (n=4, 20 percent) aged 24 to 25. Males constituted (n=13, 65 percent) of respondents, while females were (n=7, 35 percent).

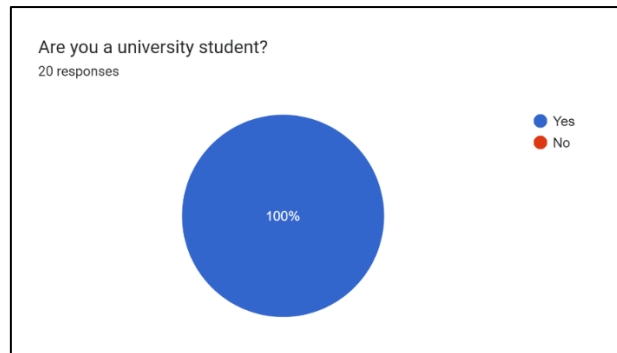


Figure 4.1: University Student Pie Chart

The Figure 4.1 is stating all respondents in conducting the survey questionnaires are university students (n=20, 100 percent). This proves that the data collected matches the criteria of the target respondents, which are university students on their perceptions in before and after watching ASD drama series.

4.1.2 Media Consumption on Movies and Drama Series

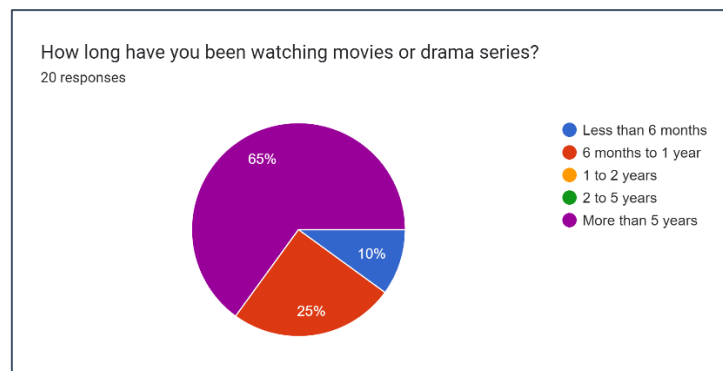


Figure 4.2: Movies and Drama Series Consumption Period

According to Figure 4.2, majority of respondents (n=13, 65 percent) have been consuming movies or drama series for over 5 years. Additionally, (n=5, 25 percent) watched for 6 months to 1 year, and (n=2, 10 percent) for less than 6 months. This indicates that while some rarely watched in the past, most have been consuming movies or drama series for over 5 years.

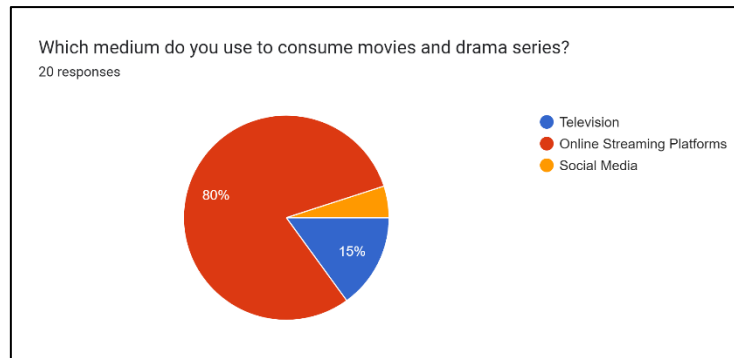


Figure 4.3: Medium Used to Consume Movies and Drama Series

Figure 4.3 indicates that majority of respondents ($n=16$, 80 percent) use online streaming platforms to watch movies and drama series. Lupis (2022) noted a trend toward online streaming overpay television, citing the flexibility it offers. Viewers can watch at their convenience, even while commuting or during work breaks (Be on Air, 2022). Only a few respondents watch on television ($n=3$, 15 percent) or social media platforms ($n=1$, 5 percent), highlighting the preference for online streaming.

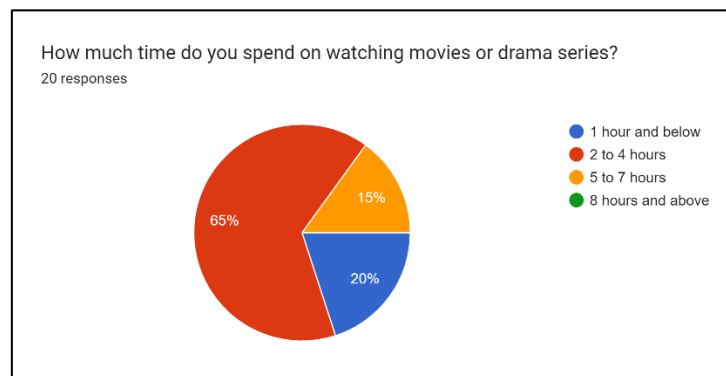


Chart 4.4: Movies or Drama Series Daily Consumption

Figure 4.4 shows that ($n=13$, 65 percent) of respondents watch movies or drama series for 2 to 4 hours daily. Additionally, ($n=4$, 20 percent) watch for less than 1 hour, while ($n=3$, 15 percent) watch for 5 to 7 hours. This suggests that respondents spend a significant portion of their free time at the university watching movies and drama series.

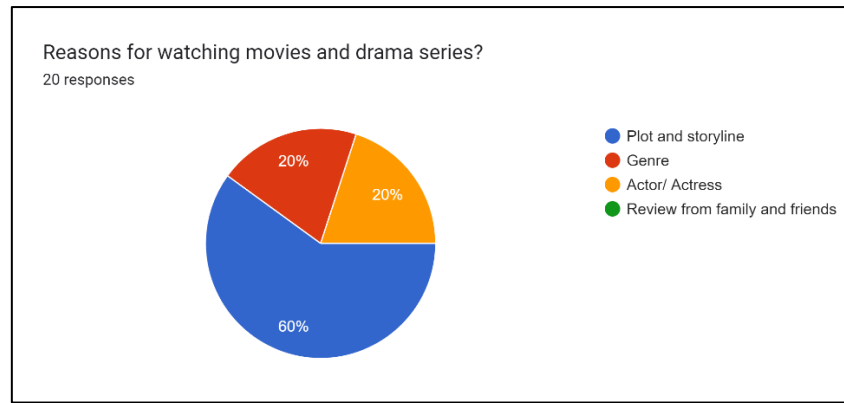


Figure 4.5: Reason for Watching Movies and Drama Series

Figure 4.5 reveals that (n=12, 60 percent) of respondents watch movies and drama series for the plot and storyline. Additionally, (n=4, 20 percent) watch based on their preferred genre, while another (n=4, 20 percent) chooses based on their favourite actors or actresses. Interestingly, the number of respondents selecting based on genre matches those choosing based on favourite actors or actresses.

Have you ever watched autism spectrum disorder (ASD) related movies and drama series? *		How many ASD movies and drama series have you watched? Crosstabulation			
Count		How many ASD movies and drama series have you watched?			Total
			1 to 2	3 to 5	
Have you ever watched autism spectrum disorder (ASD) related movies and drama series?	No	7	0	0	7
	Yes (Proceed to next question)	0	12	1	13
Total		7	12	1	20

Table 4.2: ASD Movies and Drama Series Consumption Crosstabulation

In crosstabulation Table 4.2, (n=13, 65 percent) of respondents have watched ASD-related movies or drama series, while (n=7, 35 percent) haven't. Among those who watched, (n=12, 92.3 percent) have only seen 1 or 2 related movies or series, while (n=1, 7.7 percent) have watched 3 to 5. Hence, this indicates limited exposure to ASD movies and drama series among respondents.

4.1.3 Perception Towards ASD Before Watching ASD Movies and Drama Series

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	10	50.0	50.0	50.0
	2 Disagree	4	20.0	20.0	70.0
	3 Neutral	5	25.0	25.0	95.0
	4 Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 4.3: Audience Familiarity on ASD Community Before Watching

Table 4.3 displays respondents' perceptions of their familiarity with the ASD community before watching the drama series. Half (n=10, 50 percent) strongly disagree with being familiar, aligning with Panait and Coman's (2022) observation that lack of exposure to individuals with ASD breeds unfamiliarity. Additionally, only (n=1, 5 percent) agree they are familiar, while (n=5, 25 percent) are neutral and (n=4, 20 percent) disagree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	12	60.0	60.0	60.0
	2 Disagree	3	15.0	15.0	75.0
	3 Neutral	4	20.0	20.0	95.0
	4 Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 4.4: Audience Communication with ASD Individuals Before Watching

Table 4.4 indicates that (n=12, 60 percent) of respondents strongly disagree that they can communicate effectively with ASD individuals, reflecting to Akbarani and AyuDesiana's (2020) observation of the public on limited exposure to ASD individuals towards their understanding. Additionally, (n=4, 20 percent) are neutral, (n=3, 15 percent) disagree, and only (n=1, 5 percent) agree they can communicate well with ASD individuals.

Audience perception before watching ASD movies and drama series [I feel comfortable when communicate with ASD individuals.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	2	10.0	10.0	10.0
	2 Disagree	14	70.0	70.0	80.0
	3 Neutral	3	15.0	15.0	95.0
	4 Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 4.5: Audience Comfortability When Communicate with ASD Before Watching

Table 4.5 reveals that (n=14, 70 percent) of respondents disagree with feeling comfortable when communicating with ASD individuals. Subsequently, the other respondents, (n=2, 10 percent) strongly disagree, (n=3, 15 percent) are neutral, and only (n=1, 5 percent) agree they feel comfortable in such interactions.

Audience perception before watching ASD movies and drama series [I would like to be friend with ASD individual.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	3	15.0	15.0	15.0
	2 Disagree	9	45.0	45.0	60.0
	3 Neutral	6	30.0	30.0	90.0
	4 Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table 4.6: Audience Perception Towards Befriending ASD Individual Before Watching

According to Table 4.6, it is evident that (n=9, 45 percent) of the respondents' express disagreement with the perception of befriending ASD individuals. This reluctance might be influenced by prevailing stereotypes often found in media representations, as suggested by Low et al. (2023). Moreover, (n=6, 30 percent) of respondents maintain a neutral stance on the issue, while (n=3, 15 percent) adamantly oppose forming friendships with ASD individuals. However, a modest (n=2, 10 percent) indicate their willingness to befriend individuals within their community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	5	25.0	25.0	25.0
	2 Disagree	8	40.0	40.0	65.0
	3 Neutral	4	20.0	20.0	85.0
	4 Agree	1	5.0	5.0	90.0
	5 Strongly agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table 4.7: Audience Empathy on ASD Community Before Watching

Table 4.7 reveals that (n=8, 40 percent) of respondents disagree with having empathy towards the ASD community, possibly due to unfamiliarity. Conversely, (n=5, 25 percent) strongly disagree, while (n=4, 20 percent) are neutral. Interestingly, (n=2, 10 percent) strongly agree and (n=1, 5 percent) simply agree that they have empathy towards this community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	6	30.0	30.0	30.0
	2 Disagree	8	40.0	40.0	70.0
	3 Neutral	4	20.0	20.0	90.0
	4 Agree	1	5.0	5.0	95.0
	5 Strongly agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Table 4.8: Perception on Difficulties Encountered by ASD Community Before Watching

Table 4.8 shows that (n=8, 40 percent) of respondents disagree, while (n=6, 30 percent) strongly disagree, with their ability to relate to the difficulties faced by the ASD community. This lack of connection may stem from misconceptions perpetuated by ASD movies or drama series, where ASD individuals are often portrayed as having savant skills, which can overshadow their other challenges (Poe & Moseley, 2016). On the other hand, (n=4, 20 percent) of respondents remain neutral on this issue. Interestingly, (n=1, 5 percent) agree, and another (n=1, 5 percent) strongly agree, that they can relate to the difficulties faced by the ASD community.

Audience perception before watching ASD movies and drama series [I feel like helping the ASD community whenever I see them.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	2	10.0	10.0	10.0
	2 Disagree	10	50.0	50.0	60.0
	3 Neutral	6	30.0	30.0	90.0
	5 Strongly agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Table 4.9: Audience in Helping ASD Community Before Watching

Table 4.9 indicates that (n=10, 50 percent) of respondents disagree, and (n=2, 10 percent) strongly disagree, with helping the ASD community. Additionally, (n=6, 30 percent) remain neutral on assisting the special community, while (n=2, 10 percent) strongly agree that they would offer help when encountering individuals from the ASD community.

Audience perception before watching ASD movies and drama series [I am happy to have ASD individual in my community.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly disagree	2	10.0	10.0	10.0
	2 Disagree	11	55.0	55.0	65.0
	3 Neutral	5	25.0	25.0	90.0
	4 Agree	1	5.0	5.0	95.0
	5 Strongly agree	1	5.0	5.0	100.0
Total		20	100.0	100.0	

Table 4.10: Perception of having ASD Individuals in Community Before Watching

The Table 4.10 is illustrating audience perceptions of having ASD individuals in their community. (n=11, 55 percent) disagree, with (n=2, 10 percent) strongly disagreeing, indicating their unhappiness with this prospect. Rourke and McGloin (2019) are emphasizing the importance of perspective-taking, which may be lacking among respondents as they lack of direct exposure to ASD individuals. (n=5, 25 percent) remain neutral, while (n=1, 5 percent) agree and another (n=1, 5 percent) strongly agree with the idea of having ASD individuals in their community.

4.1.4 Perception Towards ASD After Watching ASD Movies and Drama Series

4.1.4.1 Audience perception on the ASD movies and drama series

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	11	55.0	55.0	65.0
	5 Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Table 4.11: Perception on the Drama Series

In Table 4.11, (n=11, 55 percent) of respondents agree, and (n=7, 35 percent) strongly agree, that Episode 3 of the Korean drama series "Extraordinary Attorney Woo," featuring an autism lawyer as the main character, is entertaining. This suggests that the majority find the ASD-related Korean drama enjoyable. However, (n=2, 10 percent) express a neutral opinion about this episode. Overall, most respondents seem to enjoy the ASD drama series featured in the survey questionnaire.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	3	15.0	15.0	15.0
	4 Agree	8	40.0	40.0	55.0
	5 Strongly Agree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 4.12: Perception in Attracted Towards the Story

Table 4.12 reveals that (n=9, 45 percent) of respondents strongly agree, and (n=8, 40 percent) agree, that they felt pulled into the story after watching Episode 3 of the Korean drama series "Extraordinary Attorney Woo." Hwang (2023) and Al-Zoubi and Al-Zoubi (2022) assert that

movies and drama series hold the power to influence society by capturing audience attention. However, (n=3, 15 percent) of respondents remain neutral about their experience after viewing the ASD Korean drama series.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	8	40.0	40.0	50.0
	5 Strongly Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Table 4.13: Changing in Perception After Watching the Drama Series

In Table 4.13, it is evident that a significant majority of respondents, with (n=10, 50 percent) strongly agreeing and (n=8, 40 percent) agreeing, experienced a notable shift in their perception after viewing Episode 3 of "Extraordinary Attorney Woo." This underscores the substantial influence that media narratives can exert on shaping beliefs and attitudes, as highlighted by Jones et al. (2023). The varying responses among respondents, with (n=2, 10 percent) remaining neutral even post-viewing, further accentuate the nuanced nature of audience reactions to the narrative presented in the drama series.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	9	45.0	45.0	55.0
	5 Strongly Agree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Table 4.14: Positive Portrayal of ASD on the Drama Series

After watching Episode 3 of "Extraordinary Attorney Woo," (n=9, 45 percent) of respondents agree and another (n=9, 45 percent) strongly agree that the drama series portrays the ASD community positively. Jones et al. (2023) suggest that positive depictions in media contribute to a favourable perception of the ASD community. However, (n=2, 10 percent) of respondents remain undecided about the portrayal's positivity or negativity. Overall, majority of respondents agree on the positive portrayal of the ASD community in the drama series.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	3	15.0	15.0	15.0
	4 Agree	10	50.0	50.0	65.0
	5 Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Table 4.15: Knowledge Learnt After Watching the Drama Series

According to Table 4.15, (n=10, 50 percent) of respondents agree, and another (n=7, 35 percent) strongly agree, that they learned a lot about ASD after watching the drama series. However, (n=3, 15 percent) of respondents remain neutral even after finishing Episode 3 of "Extraordinary Attorney Woo."

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	11	55.0	55.0	65.0
	5 Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Table 4.16: Perception on Drama Series is Portraying True Life of ASD Community

Based on Table 4.16, (n=11, 55 percent) of respondents agree and another (n=7, 35 percent) strongly agree that the drama series accurately portrays the life of the ASD community. This reflects the audience's inclination to comprehend societal issues conveyed through movies and drama series (Al-Zoubi & Al-Zoubi, 2022). However, (n=2, 10 percent) of respondents remain neutral on the Korean drama series accurately depicts the life of the ASD community.

4.1.4.2 Perception Towards ASD After Watching Extraordinary Attorney Woo Episode 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	3	15.0	15.0	15.0
	4 Agree	13	65.0	65.0	80.0
	5 Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 4.17: Audience Familiarity Towards ASD After Watching

According to Table 4.17, (n=13, 65 percent) of respondents agree they understand the ASD community better after watching Episode 3 of "Extraordinary Attorney Woo," while (n=4, 20 percent) strongly agree. Rourke and McGloin (2019) suggest exposure reduce uncertainty. Finally, (n=3, 15 percent) remain neutral post-viewing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	2	10.0	10.0	10.0
	3 Neutral	3	15.0	15.0	25.0
	4 Agree	11	55.0	55.0	80.0
	5 Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 4.18: Audience Communication with ASD Individuals After Watching

Based on the Table 4.18 which shows the statistics, (n=11, 55 percent) of respondents agree, and (n=4, 20 percent) agree, that they can communicate effectively with ASD individuals after watching the Korean ASD drama series. Additionally, this statement is proven by Rourke and McGloin (2019) as the researchers suggest exposure reduce uncertainty and can change perspectives. However, (n=3, 15 percent) remain neutral on this aspect, and (n=2, 10 percent) disagree, even post-viewing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	2	10.0	10.0	10.0
	3 Neutral	2	10.0	10.0	20.0
	4 Agree	13	65.0	65.0	85.0
	5 Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Table 4.19: Audience Comfortability When Communicate with ASD After Watching

According to Table 4.19 which indicates that (n=13, 65 percent) of respondents agree and (n=3, 15 percent) strongly agree that they feel comfortable when communicating with ASD individuals. However, on the other hand, there are (n=2, 10 percent) are neutral on this aspect, and another (n=2, 10 percent) disagree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	1	5.0	5.0	5.0
	3 Neutral	3	15.0	15.0	20.0
	4 Agree	12	60.0	60.0	80.0
	5 Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Table 4.20: Audience Perception Towards Befriending ASD Individual After Watching

Table 4.20 indicates that (n=12, 60 percent) of respondents agree and (n=4, 20 percent) strongly agree that they would like to befriend ASD individuals after watching the ASD drama series. Bilmes (1984) suggests that comfort levels increase as uncertainty decreases. Additionally, (n=3, 15 percent) of respondents remain neutral on befriending ASD individuals. However, only (n=1, 5 percent) of respondents disagree with befriending ASD individuals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	1	5.0	5.0	5.0
	3 Neutral	2	10.0	10.0	15.0
	4 Agree	7	35.0	35.0	50.0
	5 Strongly Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Table 4.21: Audience Empathy on ASD Community After Watching

Based on Table 4.21, (n=10, 50 percent) strongly agree and (n=7, 35 percent) agree that they have empathy towards the ASD community after watching the drama series. Additionally, (n=2, 10 percent) have a neutral perception, and (n=1, 5 percent) disagree with having empathy towards the ASD community post-viewing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	10	50.0	50.0	60.0
	5 Strongly Agree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Table 4.22: Perception on Difficulties Encountered by ASD Community After Watching

In Table 4.22, (n=10, 50 percent) of respondents agree and (n=8, 40 percent) strongly agree that they can relate to the difficulties encountered by the ASD community after watching the Korean ASD drama series "Extraordinary Attorney Woo." Fasulo (2019) notes weak self-referentiality in the portrayal of ASD individuals in the mass media. However, (n=2, 10 percent) of respondents remain neutral in relating to the difficulties encountered by the ASD community.

Audience perception after watching ASD movies and drama series [I feel like helping the ASD community whenever I see them.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	5	25.0	25.0	35.0
	5 Strongly Agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

Table 4.23: Audience in Helping ASD Community After Watching

Based on the data in Table 4.23, (n=13, 65 percent) of respondents strongly agree that they feel compelled to help the ASD community after watching the drama series. Additionally, (n=5, 25 percent) agree that they also feel inclined to assist the community when encountering them in public. However, (n=2, 10 percent) of respondents remain neutral regarding helping the ASD community even after viewing the drama series.

Audience perception after watching ASD movies and drama series [I am happy to have ASD individual in my community.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Disagree	1	5.0	5.0	5.0
	3 Neutral	3	15.0	15.0	20.0
	4 Agree	9	45.0	45.0	65.0
	5 Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Table 4.24: Perception of having ASD Individuals in Community After Watching

According to Table 4.24, (n=9, 45 percent) of respondents agree and (n=7, 35 percent) strongly agree that they are happy to have ASD individuals living in their community. Additionally, (n=3, 15 percent) are neutral on this matter. Blimes (1984) suggests that lower uncertainty correlates with higher comfort levels and liking for individuals. Only (n=1, 5 percent) of respondents disagree, expressing unhappiness with having an ASD individual in their community.

Audience perception after watching ASD movies and drama series [I think that ASD individuals should be treated the same as normal people.]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Neutral	2	10.0	10.0	10.0
	4 Agree	4	20.0	20.0	30.0
	5 Strongly Agree	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

Table 4.25: Perception on ASD Should Be Treated as Normal People

In Table 4.25, (n=14, 70 percent) of respondents strongly agree, and (n=4, 20 percent) agree, that ASD individuals should be treated the same as neurotypical people. However, (n=2, 10 percent) remain neutral on this stance. Overall, respondents overwhelmingly prefer treating ASD individuals as normal people.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter discusses the results of study, which is a statistical analysis based on the results collected in Chapter 4. Moreover, this chapter is also including the study's conclusion, limitations, and recommendations for future study. The study aims to investigate the perceptions of Malaysian university students toward the ASD community before and after watching ASD-related movies or drama series. After collecting the data, the results will be analysed to examine the changes in perceptions among Malaysian university students toward the ASD community. Upon reviewing the data, it becomes evident that the respondents' perceptions of individuals with ASD have shifted after viewing the drama series presented following the completion of the first part of Section C in the questionnaire.

5.1 Discussion

5.1.1 Perception of Malaysian University Students Towards the ASD Drama Series

The initial result from the data collected reveals the audience perception of Malaysian university students toward the Korean ASD drama series, specifically episode 3 of "Extraordinary Attorney Woo," screened during the study. Analysis of the audience perception on ASD movies and drama series subsection shows that over 70 percent of the respondents agreed or strongly agreed that their perception changed after watching the screened drama series. This indicates that watching movies or drama series can indeed influence audience perception on certain issues (Kubrak, 2020).

For instance, research by Kubrak (2020) suggests that audience attitudes toward specific issues can change immediately after viewing a relevant movie. Similarly, Lamoureux (1996) notes that individuals who have shared experiences are often eager to exchange ideas and insights. This aligns with the Uncertainty Reduction Theory (URT), as experiencing ASD-related content can reduce uncertainty about the ASD community and foster greater understanding.

Thus, the successful screening of the Korean ASD drama series effectively detected and altered the perception of Malaysian university students toward the ASD community. This demonstrates the applicability of URT, as the students' reduced uncertainty led to a shift in perception, with over 70 percent reporting a change after watching the drama series.

5.1.2 Changing of Perception by the Malaysian University Students

The perception of Malaysian university students significantly changed before and after watching the ASD drama series, "Extraordinary Attorney Woo." Prior to viewing the series, approximately 60 percent of respondents were not familiar with the ASD community. However, after watching the drama series, over 60 percent reported a newfound familiarity with the ASD community. This immediate shift in perception aligns with the Uncertainty Reduction Theory (URT), as the uncertainty level of respondents decreased following exposure to the Korean ASD drama series (Bilmes, 1984).

According to Bilmes (1984), reduced uncertainty leads to increased comfort levels and favourability toward an individual or issue. URT emphasizes information-seeking behaviour, as individuals seek to understand others through the media they consume. Thus, the screening of "Extraordinary Attorney Woo" provided valuable information to Malaysian university students, reducing their uncertainty about the ASD community, and prompting them to engage with it.

The screening of the drama series can be viewed as the entry phase in reducing audience uncertainty, as described by Akbarani and AyuDesiana (2020). This phase involves observing behaviour and defining characteristics, similar to the exposure of Malaysian university students to the ASD community through the consumed drama series. By taking on different perspectives, as emphasized by Rourke and McGloin (2019), individuals can better understand others and reduce uncertainty.

Overall, the significant change in perception among university students toward the ASD community through the drama series screening demonstrates the effectiveness of media consumption in reducing uncertainty and increasing comfort levels among audiences regarding societal issues.

5.2 Limitations

This study has several limitations in data collection. Firstly, the age group of respondents, which is 18 to 25 years old, focuses on university students, limiting the applicability of the data to working adults aged 30 to 45 and students aged 10 to 17. Perspectives may vary across different age groups. Additionally, respondents were exposed to only one ASD-related drama series, and different movies or series may portray ASD individuals differently. Furthermore, respondents were in the entry phase of understanding ASD individuals, merely observing behaviour through the drama series without interacting with the ASD community. As a result, their understanding of ASD behaviour may be limited.

5.3 Recommendations

To enhance accuracy, future research could incorporate respondents from diverse age groups and facilitate direct interaction with ASD individuals. Additionally, conducting qualitative interviews with respondents' post-interaction would provide valuable insights into their changing perceptions. Furthermore, tracking audience perceptions over time after viewing ASD movies or series would be beneficial, as empathy levels may fluctuate over an extended period.

5.4 Conclusion

This research has resulted in immediate changes in perceptions among Malaysian university students after consuming ASD drama series. Their uncertainty levels decreased and comfort levels towards ASD individuals increased post-viewing. This benefits the ASD community interested in university enrolment, as Malaysian students' perceptions can be positively influenced by media consumption. Ultimately, the study aims to shift Malaysian university students' perceptions towards ASD individuals and potentially increase ASD enrolment rates in local universities.

REFERENCES

- Akbarani, D. N., & AyuDesiana, C. (2020, November). Teacher's Interpersonal Communication and Uses of Power over Students with Autism Spectrum Disorder: A Case Study in President Special Need Center.
<https://ijisrt.com/assets/upload/files/IJISRT20NOV541.pdf>
- Al-Zoubi, S. M., & Al-Zoubi, S. M. (2022, March 29). *The portrayal of persons with disabilities in arabic drama: A literature review*. Research in Developmental Disabilities. <https://www.sciencedirect.com/science/article/pii/S0891422222000518>
- Bakker, T. (2019, August 1). Background and enrollment characteristics of students with autism in higher education. Research in Autism Spectrum Disorders. <https://www.sciencedirect.com/science/article/pii/S1750946719301126>
- Bhandari, P. (2023, June 22). *Correlational research: When & how to use*. Scribbr. <https://www.scribbr.com/methodology/correlational-research/>
- Bilmes, J. (1984). *Charles R. Berger and James J. Bradac, Language and social knowledge: Uncertainty in interpersonal relations*. London: Edward Arnold, 1982. Pp. viii + 151. *Language in Society*, 13(01), 87. doi:10.1017/s004740450001592x
- Domaradzki, J. (2022, May 2). Treating rare diseases with the cinema: Can popular movies enhance public understanding of rare diseases? *Orphanet Journal of Rare Diseases*, 17(1), 1–12. <https://doi-org.libezp2.utar.edu.my/10.1186/s13023-022-02269->

- ELÇİ, M. E., USTA, M. B., & KARABEKİROĞLU, K. (2023, December 25). *Role of glia cells in autism spectrum disorders*. *Psikiyatride Güncel Yaklaşımlar*.
<https://dergipark.org.tr/en/pub/pgy/issue/72960/1189139>
- Fasulo, A. (2019, November 23). A Different Conversation: Psychological Research and the Problem of Self in Autism. *Integrative Psychological & Behavioral Science*, 53(4), 611–631. <https://doi-org.libezp2.utar.edu.my/10.1007/s12124-019-09506-2>
- Fleetwood, D. (2023, November 9). *Correlational research: What it is with examples*. QuestionPro. <https://www.questionpro.com/blog/correlational-research/#:~:text=of%20correlational%20research-,What%20is%20Correlational%20research%3F,influence%20from%20any%20extraneous%20variable.>
- Huete, A. (n.d.). *Netflix show, “Extraordinary attorney woo,” raises awareness for autism in Asia*. *The Collegian*. <https://sdsucollegian.com/24444/opinion/netflix-show-extraordinary-attorney-woo-raises-awareness-for-autism-in-asia/#:~:text=Open%20Search%20Bar-,Netflix%20show%2C%20%E2%80%9CExtraordinary%20Attorney%20Woo%2C%20%E2%80%9D%20raises,awareness%20for%20autism%20in%20Asia&text=The%20Netflix%20series%20called%20%E2%80%9CExtraordinary,of%20race%2C%20gender%20and%20class.>
- Hui Min Low, Lay Wah Lee, Aznan Che Ahmad, Ghazali, E. E., Phaik Kah Tan, & Ann Sien Sut Lee. (2021). A Survey of Lay Knowledge of Autism Spectrum Disorder in Malaysia. *Malaysian Journal of Health Sciences / Jurnal Sains Kesihatan Malaysia*, 19(1), 49–57. <https://doi-org.libezp2.utar.edu.my/10.17576/JSKM-2021-1901-06>
- Hwang, J.-W. (2023, April 1). *How are autism spectrum disorder and savant skills treated in cinematographic works? A study focusing on Korean movies and TV series*. Soa--

ch'ongsonyon chongsin uihak = Journal of child & adolescent psychiatry.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10080254/?report=classic>

IMDb.com. (1994, July 6). *Forrest Gump*. IMDb. <https://www.imdb.com/title/tt0109830/>

IMDb.com. (2022, June 29). *Extraordinary attorney woo*. IMDb.

<https://www.imdb.com/title/tt20869502/>

Jay, A. (2023, November 18). *Number of netflix subscribers in 2022/2023: Growth, revenue, and usage*. Financesonline.com. <https://financesonline.com/number-of-netflix-subscribers/>

Jones, S. C., Gordon, C. S., & Mizzi, S. (2023, February 19). Representation of autism in fictional media: A ... - sage journals.

<https://journals.sagepub.com/doi/10.1177/13623613231155770>

Kubrak, T. (2020, May 2). *Impact of films: Changes in young people's attitudes after watching a movie*. Behavioral sciences (Basel, Switzerland).

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7288198/>

Kunst, A. (2024, February 12). *Viewers of dramas on TV in the U.S. by age 2023*. Statista.

<https://www.statista.com/statistics/229099/tv-viewers-who-typically-watch-dramas-usa/>

Lamoureux, E. R. (1996, November 26). *An experiential approach to teaching*

communication theory ... An Experiential Approach to Teaching Communication

Theory: Incorporating Contemporary Media to Clarity Theoretical Concepts.

<https://files.eric.ed.gov/fulltext/ED415552.pdf>

Lupis, J. (2022, March 15). *People are watching movies more frequently through streaming subscriptions than pay-TV*. Marketing Charts.

<https://www.marketingcharts.com/industries/media-and-entertainment-225265>

Malaysians watch movies more than sports. The Malaysian Reserve. (2017, March 31).

<https://themalaysianreserve.com/2017/03/31/malaysians-watch-movies-more-than-sports/>

Panait, S., & Coman, C. (2023). The Effect of Mass Media on Attitudes Towards Autism Spectrum Disorder. *Revista Universitară de Sociologie*, 19(1), 251–260.

Phillip, P. S., & Maxwell, M. C. (2016, October). “*SHE’S A LITTLE DIFFERENT*”:

AUTISM-SPECTRUM DISORDERS IN PRIMETIME TV DRAMAS. JSTOR.

https://www.jstor.org/stable/44857513?casa_token=PwLoOusUn9wAAAAA%3AQqf52FNwZxTlm_QoKSQi2kNtbPEa0eDshJD3JeOS9WrQRoS__5pooPPttFE9e0A6D-ePM3EZw-NTnX5QgHaIsHeA6NsmxhMOsdAOBVI08UqO_wcPFfu3&seq=1

Research Instrument Examples. Teachers College. (n.d.).

https://www.tc.columbia.edu/media/administration/institutional-review-board-/guide-and-resources---documents/Published_Study-Material-Examples.pdf

Rourke, B., & McGloin, R. (2019). A Different Take on the Big Bang Theory: Examining the Influence of Asperger Traits on the Perception and Attributional Confidence of a Fictional TV Character Portraying Characteristics of Asperger Syndrome. *Atlantic Journal of Communication*, 27(2), 127–138. <https://doi-org.libezp2.utar.edu.my/10.1080/15456870.2019.1574797>

Sreekumar, D. (2023, October 19). *What is quantitative research? definition, methods, types, and examples: Researcher.life* . What is Quantitative Research? Definition, Methods, Types, and Examples | Researcher.Life . <https://researcher.life/blog/article/what-is-quantitative-research-types-and-examples/>

Targeted sampling: Types, techniques, and examples. resonio. (2023, December 6).

<https://www.resonio.com/market-research/targeted-sampling/#:~:text=Targeted%20Sampling%2C%20also%20known%20as,insight%20o n%20the%20research%20question.>

Uddin, L. Q. (2022, October 7). Exceptional abilities in autism: Theories and open questions.

<https://journals.sagepub.com/doi/10.1177/09637214221113760>

Why is streaming so popular? 5 reasons. Be On Air. (2022, December 9).

<https://beonair.com/video-streaming-skyrocketing-in-popularity#:~:text=It's%20Convenient,a%20break%20at%20work%2C%20etc.>

Yeoh, A. (2023, September 24). *A stream of struggles: A new era of entertainment expenses.*

The Star. <https://www.thestar.com.my/tech/tech-news/2023/09/25/a-stream-of-struggles-a-new-era-of-entertainment-expenses#:~:text=According%20to%20Nielsen's%20data%20for,aged%2015%20years%20and%20older.>

APPENDIX A

Survey Questionnaire

Exploring Audience Perception: A Case Study of Malaysian University Students and Their Perception on Before and After Watching Autism Related Movies and Drama Series.

Questionnaire

Section 1: Demographic

1. Gender

- Male
- Female

2. Age

- 18 – 20
- 21 – 23
- 24 – 25

3. Are you a university student?

- Yes
- No

Section 2: Media Consumption on Movies and Drama Series

Please select the most appropriate answer for each following questions

1. How long have you been watching movies or drama series?

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 5 years

- More than 5 years
2. Which medium do you use to consume movies and drama series?
- Television
 - Online Streaming Platforms
 - Social Media (Please specify the social media: _____)
3. How much time do you spend on watching movies or drama series?
- 1 hour and below
 - 2 to 4 hours
 - 5 to 7 hours
 - 8 hours and above
4. Reasons for watching movies and drama series?
- Plot and storyline
 - Genre
 - Actor/ Actress
 - Review from family and friends
 - Others
5. Have you ever watched autism spectrum disorder (ASD) related movies and drama series?
- Yes (Proceed to Question 6)
 - No
6. How many ASD movies and drama series have you watched?
- 1 to 2
 - 3 to 5
 - More than 5

Section 3: Audience Perception on ASD

This section consists of 23 questions. Please choose the most suitable answer that indicates the degree to which you agree or disagree with the statements.

1 (Strongly disagree) to 5 (Strongly agree).

Audience perception before watching ASD movies and drama series subscale.

1. I am familiar with the ASD community.
2. I can communicate well with ASD individuals.
3. I feel comfortable when communicate with ASD individuals.
4. I would like to be friend with ASD individual.
5. I have empathy towards the ASD community.
6. I can relate the difficulties encountered by the ASD community.
7. I feel like helping the ASD community whenever I see them.
8. I am happy to have ASD individual in my community.

After completing this section, the respondents will watch episode 3 of Extraordinary Attorney Woo and proceed with the following questions.

Audience perception on the ASD movies and drama series subscale

1. The drama series was entertaining.
2. I had the sense of being pulled into the story.
3. The drama series changes my perception of the ASD community.
4. The drama series has a positive portrayal of ASD community.
5. I learned a lot about ASD by watching the drama series.
6. The think the drama series is portraying the true life of ASD community.

Audience perception after watching ASD movies and drama series subscale.

1. I am familiar with the ASD community.
2. I can communicate well with ASD individuals.
3. I feel comfortable when communicate with ASD individuals.
4. I would like to be friend with ASD individual.
5. I have empathy towards the ASD community.
6. I can relate the difficulties encountered by the ASD community.
7. I feel like helping the ASD community whenever I see them.
8. I am happy to have ASD individual in my community.
9. I think that ASD individuals should be treated the same as normal people.

Appendix B

Turnitin Report

FYP			
ORIGINALITY REPORT			
3 %	2 %	1 %	1 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	N. Claiborne. "Presence of Social Workers in Nongovernment Organizations", Social Work, 04/01/2004 Publication		<1 %
2	eprints.utar.edu.my Internet Source		<1 %
3	healthdocbox.com Internet Source		<1 %
4	link.springer.com Internet Source		<1 %
5	5dok.net Internet Source		<1 %
6	Submitted to Heriot-Watt University Student Paper		<1 %
7	ir.uitm.edu.my Internet Source		<1 %
8	mountainscholar.org Internet Source		<1 %