

Article

**Colour Reading Speech Kit (Tubana Kit) as a Therapy Tool for Students with Special Needs at Sekolah Menengah Kebangsaan Seremban 2, Seremban, Negeri Sembilan**

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**Abstract:** The Color Reading Speech Kit (Tubana Kit) is provided to improve the skills of listening, speaking, reading, observation, concentration, and interest and reduce the stress of students in special education schools. This kit consists of two items, namely activities for tongue twister training in the form of software and English and Malay activities and coloring books. This study was conducted through collaboration with the Mobile Book Café as the industry collaborator and Sekolah Menengah Kebangsaan (SMK) Seremban 2, as the community collaborator. The respondents comprised 14 special needs students, i.e. 7 students from the Malay Language class and 7 students from the English Language Class. Despite having learning disabilities, these special needs students are still able to read and write. All the students in the Malay Language and English class have profited from the Tubana Kit's knowledge transfer, according to the results obtained after utilizing it. The pupil now speaks and behaves better, with better pronunciation. Their vocabulary and articulation in both Malay and English are also on par. The use of coloring books and activities in both Malay and English has improved vocabulary usage among students who typically have low vocabulary. Indeed, SMK Seremban 2 children with special needs have demonstrated the effectiveness of the Tubana Kit as a therapy tool in both Malay and English languages.

**Keywords:** Special needs; therapy; tongue twister training; coloring; tubana kit

## Introduction

Western pedagogies and theories have affected numerous Early Childhood Education (ECE) policies throughout Asia. Take into account, for instance, how frequently the idea of play appears in frameworks for curricular development, which partially mirrors findings from Western research. However, given the present body of knowledge regarding cross-cultural differences in children's learning and development, it is imperative to carry out the play studies including Asian children (Bautista, Yu, Lee, & Sun. 2023). In contrast to the intervention study carried out in Malaysia (Syed Azman, S. Z., Shahril, R., & Borhan, L. 2022), there

are relatively few naturalistic studies in Singapore (Ng & Bull, 2018), Japan (Takahashi, 2016), and Hong Kong (Cheng et al., 2015). In a nutshell, every study showed how play-based pedagogies could help with specific aspects of Asian children's socioemotional development. The small, non-representative sample sizes and qualitative character of the research, together with the nature of the disability, should be acknowledged. Another type of disability among students is slow learning. Youngsters who struggle with learning difficulties frequently encounter many obstacles. Speech impairments are one type of them that might show up as trouble pronouncing words correctly or stringing sentences together. They might also have trouble picking up the basic academic abilities of reading and writing. Another prevalent problem is having issues accessing and comprehending the core curriculum, which means they could struggle to understand the fundamental subjects taught in the classroom, such as science, arithmetic, and social studies. Moreover, a few of these kids probably experienced language problems in the past. This suggests that individuals might have experienced delayed speech or problems understanding and using language in their early language development,

As the kid gets older, these early language difficulties may occasionally continue or change into more severe learning problems (Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. 2003). While they might be able to comprehend routine instructions in the classroom, they can struggle to comprehend novel or unique content. This suggests that, in a classroom context, children with learning disabilities might be able to comprehend and adhere to routine instructions and well-known material. On the other hand, they could find it difficult to understand new or unfamiliar content. They may struggle to understand novel instructions, unfamiliar assignments, or new topics even while they are capable of handling daily duties and previously taught concepts (Paul, 2007; Lerner & Johns, 2012; Smith, 2017). They may have a limited vocabulary for their age, speak in short, simple sentences come across as "immature," and struggle with more complex language skills like reasoning and recognizing humor. Additionally, they could struggle to speak up in social settings. For example, they are having trouble striking up a conversation or clearing things up. Children who have difficulty in school may frequently exhibit emotional and behavioral issues.

Pinto et al., (2019) found the vital function that meaningful social interaction has in the classroom in helping kids form bonds with their peers. The study contributes to our understanding by emphasizing how increasing opportunities for meaningful social interaction may benefit students with special education needs enrolled in normal schools by increasing their social involvement and academic performance. The present study involves the representation of Malaysian slow learners in utilizing a tool for therapy. Color Reading Speech Kit or Kit Tuter Baca Warna (Tubana Kit) is unique for students in special needs schools who will benefit in terms of improved listening, speaking, reading, observation, and gross and fine motor coordination skills with the use of this innovation. In addition, Kit Tubana is also able to be a therapist for students in solving various behavioral problems in the classroom. The kit also contains fun activities and materials in its tongue twister software activity and coloring books. Furthermore, it is well suited to the Language Arts aspect of the Standard Primary School Curriculum (KSSR) which emphasizes the concept of "learning while playing" and language games. This kit was previously used in two schools, namely at Sekolah Kebangsaan Taman Seri Pagi, Senawang, Negeri Sembilan, and Sekolah Menengah Pendidikan Khas Vokasional Shah Alam from July to October 2021. Data and evidence from the kit have shown changes in behavior and speech among normal pupils and pupils with special needs.

Many issues, including behavioral, observational, motor skill, sociability, and emotional issues are frequently encountered by students in elementary schools and special needs schools (Khatijah & Yasmin 2006). Thus, the Color Reading Speech Kit (Tubana Kit), an innovation, consists of two items: coloring books and software for training tongue twisters. Teachers can use these activities as part of the teaching and learning process (T&L) in the classroom to help students in primary schools and special education schools reach their full potential based on their abilities and to enhance their listening, speaking, reading, observation, concentration, interest, and stress management skills. The objectives of this study were to:

- i. assist students with learning difficulties namely students with indolent learning problems overcome their behavioral problems ; and
- ii. assist students with learning difficulties namely students with indolent learning problems to enhance their speaking skills through the Color Reading Speech Kit (Tubana Kit).

## Literature Review

This review focuses on the application of play-based learning for students with disabilities. Play-based learning signifies fun activities and materials in its software and activities deemed suited to skill improvement. Emphasis is given to the concept of “learning while playing” and language games. Students with special needs pertain to indolent learning problems and slow learners are the target participants.

### 1. Indolent Learning Problem

According to Hallahan and Kaufman (2006), the Individuals with Special Needs Education Act defines a slow learner’s learning problem as one or more disorders in basic psychological processes that relate to the comprehension or use of language. This problem occurs in writing or reading and can interfere with listening, thinking, speaking, reading, writing spelling, and counting skills. In other words, these students with learning disabilities show weaknesses in mastering the skills of reading, writing, and counting and sometimes exhibit other problems or disorders such as behavioral and social problems. Accordingly, students with learning disabilities have difficulty paying attention to, collecting, or processing the information received in their memory. Although the level of difficulty varies, it will cause difficulty for them to master the skills in the learning process (Lerner, J. W., & Johns, B., 2012; Kirk, S. A., Gallagher, J. J., & Coleman, M. R., 2015; Smith, C. R. 2017; Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A., 2018; Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., 2018).

According to Safani Bari et al. (2006), these pupils consequently frequently show signs of having trouble concentrating or paying attention to what is being taught in the classroom. They find it easy to become distracted, make careless mistakes, struggle to finish jobs, difficult to complete work in various sequences and are likely to engage in actions that constantly interrupt other people.

### 2. Art Therapy Coloring Activities

Therapy is derived from the Greek word, namely *Therapeia* which means a service, a presentation related to the Greek word (verb) therapeutic which means "I wait upon". In the context of special education, therapy can be defined as a method to help an individual respond to a particular activity or skill. The concept of therapy in special education is based on the concept of the diversity of categories of individuals with special needs. Pupils with special needs have either a disability, impaired disability, or resistance to achieving cognitive, emotional, social, or psychomotor development. Accordingly, therapeutic methods can help students with learning difficulties achieve appropriate development (Mosley, 2001). Learning disabilities, autism spectrum disorders, speech and language impairments, cognitive impairments, emotional and behavioral disorders, physical disabilities such as cerebral palsy or muscular dystrophies, sensory impairments such as vision or hearing, chronic medical illnesses, and any condition that interferes with the best possible education are examples of special needs. These pupils' requirements ought to be satisfied wherever possible in the same setting as their classmates' education. Only in cases when progress is not being made in this mainstream environment can alternative classroom settings be chosen for their education. There might be fewer pupils in the classroom, more teachers, or more help in this new environment. A youngster is gradually transitioned from a regular classroom or educational environment to one that is particularly structured. Emphasis should focus on finding the balance of meeting the student's academic needs in the least restrictive environment.

Art therapy, on the other hand, uses art mediums, pictures, the creative process, and patient/client responses to art outputs as reflections of an individual's development, abilities, personality, interests, problems, and conflicts, art therapy as a human services profession (Cohen-Liebman, 2002). In addition, art therapy also reflects individual development, abilities, personalities, interests, worries, and conflicts. This therapy also has the potential to reconcile a person’s internal emotional conflicts, educate self-awareness, and develop social skills, managing behaviors, problem-solving, statements, and elevating self-esteem. Art therapy in special education is taught to students with special needs to develop emotions and feelings in their lives.

In this regard, students with special needs should be allowed to explore the field of art using various art tools such as coloring, patterning, and batik. The goal is to generate their ideas and creativity. This trait is very important to help students with special needs to create, communicate, and strengthen sensory coordination in a balanced way (Yasmin, 2013). This is because coloring is one of the mediums of art therapy that stimulates the overall development of students and is an important activity to improve gross motor skills as well as mental growth. The coloring activity is one of the fun activities for pupils of all ages. Among the benefits of coloring, activities are to increase the level of concentration, develop gross and fine motor skills, introduce a variety of colors, and unearth creativity among students.

### 3. Past Studies on Play-Based Learning Via Intervention

Intervention research has looked at the effects of play-based programs on students and/or determine what makes them effective. Studies have been conducted in Mainland China (Li et al., 2016), Hong Kong (Cheng, 2018; Fung & Cheng, 2017; Hui et al., 2015; Leung, 2011, 2015; Liu et al., 2017b; Wang & Hung, 2010), and Singapore (Kok et al., 2002; Qu et al., 2015; Teo et al., 2017) and Malaysia (Syed Azman et. Al, 2022). For instance, Liu et al. (2017a, b) demonstrated how a parent-guided education intervention could raise the social competence of children in Hong Kong. The concept of eduplay (Rao & Li, 2009) is a cross between the Chinese Confucian emphasis on reaching adult-predetermined outcomes and the Western idea of "playing to learn." The Liu et al. (2017a, b) program comprised eight weekly 1-hour sessions. In a classroom context, children participated in cooperative group games supervised by qualified parent volunteers. Games with themes like lining up, gathering, and dispersing were centered around social settings.

The parent volunteers had two main responsibilities when the kids were playing the games: (1) reading children's social cues and summarizing the good manners they displayed; and (2) using a star system and encouraging body language to reward kids for prosocial behaviors like sharing and taking turns. Teachers' and parents' evaluations showed that after eight weeks of intervention, children's social competence had significantly improved as measured by the Early School Behavior Rating Scale (ESBRS). The other brief classroom interventions included pretend and socio-dramatic play, which has been shown to improve Singaporean children's theory of mind (Qu et al., 2015) and lessen disruptive behaviors from Hong Kong children when they interact with their peers (Fung & Cheng, 2017). Additionally, studies on therapeutic interventions have shown that guided play helps reduce internalizing and externalizing behavioral problems in Hong Kong (Leung, 2011, 2015), increases social interaction time in Mainland China (Li et al., 2016), and improves appropriate communication in Singapore (Kok et al., 2002) among children with autism.

Syed Azman et. al (2022) conducted a study on Autistic children. They argued that one of the finest intervention strategies for kids with autism spectrum disorder is Applied Behavioural Analysis (ABA). Parents of children on the autism spectrum can adopt this technique with great success. ABA is an intervention that uses behavior's fundamental principles to teach desired behaviors and eliminate undesirable ones. Some examples of ABA activities that parents can perform at home are also provided. Research has demonstrated the effectiveness of ABA in enhancing various facets of children's development. The best results for the children's growth will come from parents who use ABA at home in addition to one-on-one therapy sessions.

### 4. Tubana Kit

Tubana kit consists of two items, which are the software for tongue twister training; and activity and coloring books. An example of an existing coloring activity book that has been prepared by the project leader and members is the *Kisah Zidni* activity and coloring book in Malay. However, for this KTP RIGS SDG project, this existing activity, and coloring book will be translated into English and augmented with another title. As for a guide, the contents and front page of the activity book and coloring of *Zidni's Story* are as in Figure 1 and Table 1.



Figure 1. Zidni Activity and Coloring Book  
 Source: Kisah Zidni: Terima Kasih (2023)

Table 1. Zidni Activity and Coloring Book Content

Cover Buku	<b>KISAH ZIDNI: TERIMA KASIH</b> Faridah binti Nazir Abdul Jalil bin Toha@Tohara/Aleeng Tohara
Title Page	<b>KISAH ZIDNI : TERIMA KASIH</b>
Muka surat 2-3	Hari ini Zidni memakai gaun merah. Ke mana sahaja Zidni pergi, beg batik sentiasa bersamanya. Di dalam beg itu ada banyakperalatan dan makanan. Ada pen, Ada pensel,Ada buku, Ada minuman, Ada makanan...
Muka surat 4-5	Dinno, kucing peliharaan ibu Zidni mengiau meminta makanan. ”Tidak boleh, makanan ini saya punya.” jerit Zidni kepada Dinno
Muka surat 6-7	Rakan-rakan Zidni, Ranjit, Mei Hwa dan Rania juga turut ada ditaman bunga. Mereka ingin berehat bersama-sama, Mereka ingin bermain bersama-sama,Mereka ingin makan bersama-sama. ”Tidak boleh, makanan ini saya punya.” jerit Zidni kepada Ranjit,Mei Hwa dan Rania.
Muka surat 8-9	Kakak Zidni, Sofia juga turut ada di tepi kolam. Sofia ingin berehat bersama-sama, Sofia ingin bermain bersama-sama,Sofia ingin makan bersama-sama. ”Tidak boleh, semua ini saya punya.” jerit Zidni kepada Sofia.
Muka surat 10-11	Tiba-tiba seekor monyet telah mengambil makanan Zidni. Zidnitergamam. ”Tidak boleh, semua ini saya punya.” jerit Zidni kepada monyet. Monyet itu tidak menghiraukan jeritan Zidni, malah melarikan dirijauh ke dalam hutan.

Muka surat 12 Ranjit, Mei Hwa dan Rania simpati kepada Zidni, Mereka berkongsi makanan bersama Zidni.  
Terima kasih dan maafkan saya,” keluh Zidni kepada Ranjit, MeiHwa dan Rania.

Muka surat 13

1		1	2	
	2			

**Mendatar**

1. Watak utama dalam cerita
2. Ranjit suka bermain \_ \_ \_ \_

**Menurun**

1. Kucing peliharaan ibu Zidni
2. Antara sifat Zidni

Muka surat 14

Tuliskan empat perkataan lain berdasarkan perkataan:

**TERIMA KASIH**

- i. Terik
- ii.
- iii.
- iv.

Muka surat 15

Pilih gambaran tentang Zidni dan bulatkan:

COMEL      NAKAL      KEDEKUT      DEGIL      JUJUR  
BAIK HATI

Muka surat 16

Lukiskan peralatan dalam beg Zidni seperti berikut:  
Ada pen,  
Ada pensel, Ada buku, Ada minuman,  
Ada makanan...

Back cover

The software for Tubana Kit tongue twister training in the Malay language consists of video, audio, and tongue twister scripts as shown in Figure 2.





Figure 2. Tubana Kit Tongue Twister Training Software  
Source: <http://inovasibbm.blogspot.my>

## Methodology

This project was in line with the fourth goal in the Sustainable Development Goal (SDG), which is Quality Education. Hence, this research was conducted through collaboration with the Mobile Book Café as the industry collaborator and Sekolah Menengah Kebangsaan (SMK) Seremban 2, as the community collaborator. The respondents were special needs students, namely students with indolent learning problems in SMK Seremban 2. The data collection method was participatory observation where the project team used the Tubana Kit as an activity for the respondents to overcome their fear of teaching and learning and helped them to speak and color easily. All information was captured via video, audio recordings, diagnostic test/pre-test, and post-test. The data before and after progress were displayed as well as the number of responders that benefited from the Tubana Kit.

### 1. Data Collection Procedure

The data collection procedure as shown in Figure 3 consisted of the participation observation; behavioral checklist; BVT Let's Twist activity; video and audio recording; diagnostic test/pre-test and post-test; and the data analysis under the qualitative method through diagrams, charts, tables, and descriptive explanation.

### 2. Behavioral Checklist

A behavioral checklist was employed to systematically record specific behaviors and responses of the students during the activities. This checklist included items such as engagement levels, frequency of verbal participation, ability to follow instructions, interaction with peers, and completion of tasks.

### 3. Observation Procedure

The observation procedures started with the preparation where the project team, consisting of trained observers and teachers, prepared the Tubana Kit materials and set up the classroom environment to be conducive for the activities. The observers were briefed on the specific behaviors to monitor using the behavioral checklist.

### 4. Observer

The observers were members of the project team, including special education teachers from SMK Seremban 2 and trained volunteers from the Mobile Book Café. They had prior training in using the behavioral checklist and conducting participatory observation to ensure consistency and accuracy in data collection.

### 5. Introduction

The session began with a brief introduction to the Tubana Kit activities, explaining the objectives and reassuring the students to create a comfortable and encouraging environment.

### 6. Activity Implementation

The students participated in activities involving the Tubana Kit, which included tasks designed to help them speak and color easily. The observers used the behavioral checklist to record each student’s behavior and engagement during the activities. Observers also made detailed notes on any additional significant behaviors or interactions not covered by the checklist.

### 7. Data Collection

Video and audio recordings were made to capture the students' interactions and responses during the activities. Diagnostic tests/pre-tests were conducted before the activities, and post-tests were administered after the activities to measure progress. Observers noted changes in behavior and skills development using the checklist and their observations.

### 8. Data Analysis

The collected data from videos, audio recordings, and checklists were analyzed to assess the effectiveness of the Tubana Kit. The progress of each student was compared from the pre-test to the post-test results. The number of students who showed improvement and benefited from the Tubana Kit was recorded and displayed. This structured approach ensured that the data collected was comprehensive and provided insights into the effectiveness of the Tubana Kit in supporting students with learning difficulties.

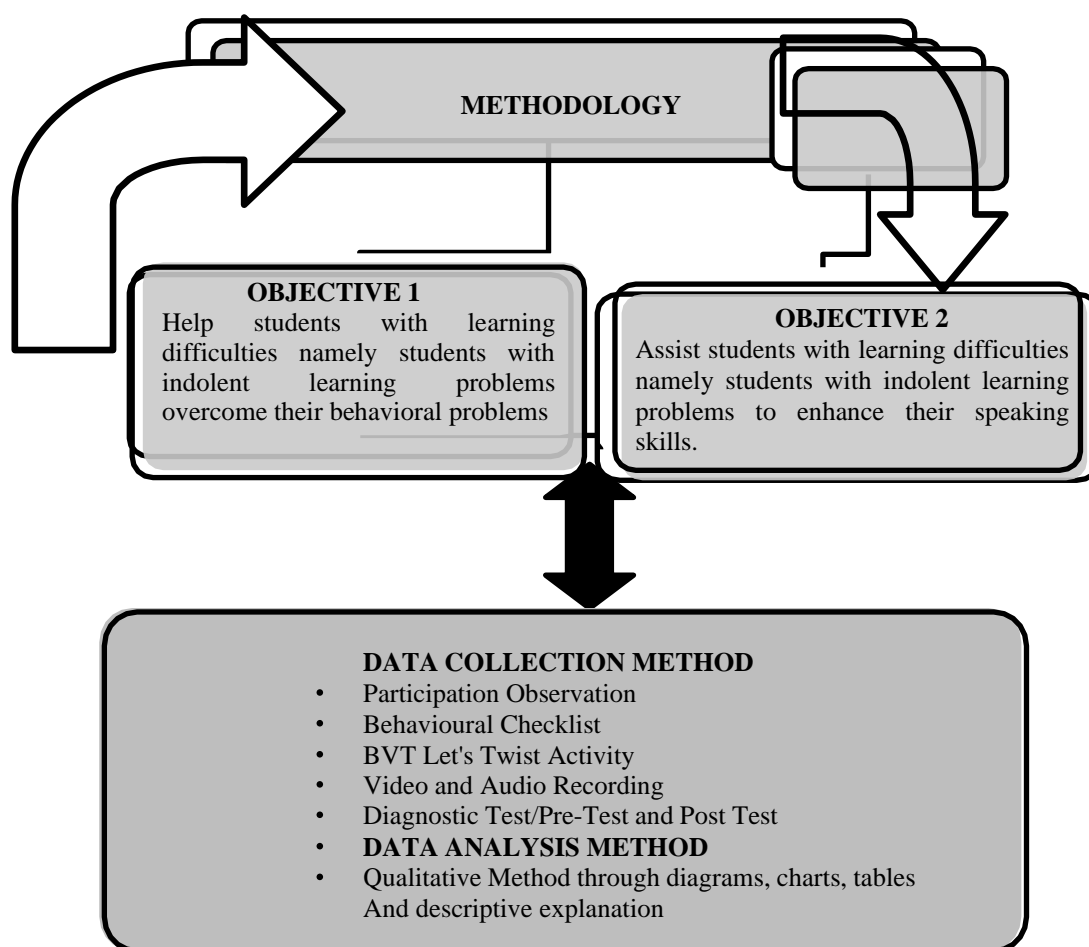


Figure 3. Project Methodology  
Source: Researcher



## 9. Project Activities

This project was completed within a one-year duration as stated in Table 2:

Table 2. Project Activities

No	Activity	Date
1	Visited and discussed the concept and layout of the activity and coloring books in English and Malay language with the industry collaborator(Mobile Book Café)	01/08/2022-1/08/2022
2	Visited and discussed the research process with the community collaborator (SMK Seremban 2, Negeri Sembilan) of teachers and administrators	01/09/2022-30/09/2022
3	Tubana Kit introduction training to teachers and administrators of SMK Seremban 2, Seremban, Negeri Sembilan, and selection of respondents-	01/10/2022-31/12/2022
4	-Pre-test data collection at SMK Seremban 2, Seremban, Negeri Sembilan. -Teaching and learning using the Tubana Kit to improve behavioral and speech problems among students with special needs	01/01/2023-31/03/2023
5	Posttest data collection at SMK Seremban 2, Seremban, Negeri Sembilan	01/04/2023-30/04/2023
6	Data analysis/report writing/submission	01/05/2023-31/07/2023

## 10. Tubana Kit- Data Collection Procedure

Tubana Kit was used on 27 students (Year 3) of Sekolah Kebangsaan Taman Seri Pagi, Senawang, Negeri Sembilan. Before the use of this kit, students were found to be less proficient in pronouncing certain words and phrases that had similar letters and syllables. In addition, students' pronunciation and intonation were less accurate and unclear. They also often acted aggressively and noisily when teaching and learning (T&L) was carried out in the classroom. Difficulties in focusing and actively participating in the T&L activities were the prime issues.

While the Tubana Kit was in use, students read and repeated the tongue twister sentences to test their reading ability. They also did some drills to correct the pronunciation so that it is clearer if some words or syllables are pronounced incorrectly. After that, the students did the coloring book coloring activity and the Zidni Story activity. After the Tubana Kit was used, most of the students managed to pronounce words, phrases, and sentences with correct and clear pronunciation. Pupils could also read tongue twister sentences quickly even if there were some pronunciation errors in the word. Pupils were tested with a variety of sentence patterns. Pupils were also found to be more focused and interested when T&L was carried out and were able to do coloring activities well.

Tubana Kit was fully utilized on two special needs students at Shah Alam Vocational Special Education Secondary School; a student with speech and hearing problems, named Jitinder, and another student with behavioral problems, named Muhammad Azrin. Before the use of this kit, Jitinder had complex reading problems. The student exhibited unpredictable and isolating conduct. Meanwhile, Muhammad Azrin had behavioral problems and lacked concentration because he often observed various locations and had difficulty socializing with friends and teachers. This pupil also struggled with reading, stuttered frequently, and forgot things easily.

## Findings

In this section, the findings and discussion of the survey are explained further. The findings are focused on two objectives which are to help students with learning difficulties namely students with indolent learning problems overcome their behavioral problems; and to assist students with learning difficulties namely students with indolent learning problems learn to enhance their speaking skills.

### 1. Tubana Kit as a Tool to Overcome Behavioral Problems

This section is separated into two : the kinds of behavior issues that students with special needs were able to resolve in the Malay language and the kinds of behavior issues that students with special needs were able to resolve in the English language. The study samples comprised 14 students i.e. 7 students in the Malay Language class and 7 students in the English Language class. Observations of the problems before and after the practice of using the Tubana Kit by the students with special needs were made and recorded in Table 3. Any problems the students made during the pre-test were recorded to ensure the problems did not recur during the post-test.

Table 3. Types of Behavioral Problems Overcome Among Students with Special Needs in the Malay Language

<b>Respondent</b>	<b>Pre-Test Behavioral Problems Malay Language</b>	<b>Post-Test Behavioral Problems Malay Language</b>
1	- This student shows very poor behavior. noisy and not focus	-Student has shown improved behavior, obeys the teacher, and tries out all the activities given
2	-Weak in performing every behavior, always noisy, and likes to disturb other students	-The use of Tubana Kit benefits student behavior and become more focused and active
3	-This student shows very poor behavior, i.e being noisy	-The students showed interest in the Tubana Kit and are more focus
4	- This student's behavior is at a weak level i.e hyperactive and making a lot of noise in the classroom	The student is more focused and obeys the teacher while using the Tubana Kit
5	-This student behavior shows very poor behavior like making noise and hyperactive	-Student has shown improvement in the behavior and tries to do all the activities in the Tubana Kit and is more focused
6	-Student behavior is at a moderate level and doesn't show much interest in teaching and learning	-Students show very good behavior, are more focused, and are more active throughout the teaching and learning with Tubana Kit.
7	-Student behavior is at a weak level and doesn't pay attention to teaching and learning	-There's improvement in the student's behavior throughout the use of the Tubana Kit i.e. more focus and tried out all the activities given in the Tubana Kit.

Based on the findings in the Malay Language class, there were significant signs of behavioral problems among students with special needs during the pre-test. After the post-test, most students benefitted from using the Tubana Kit. As for the English Language class, based on the findings in Table 4, there are also different types of behavioral problems among students with special needs in the English language during the pre-test. The problems in both English and Malay Language classes are difficulties staying focused, being noisy, hyperactive, disturbing other students, and other behavioral problems. After the post-test, most students benefit from using the Tubana Kit by showing positive changes in their behavior, and stay focused throughout the teaching and learning of the Malay and English Language with the help of the Tubana Kit.

Table 4. Types of Behavioral Problems Overcome Among Students with Special Needs in the English Language

<b>Respondent</b>	<b>Pre-Test Behavior and Speaking Problems English Language</b>	<b>Post-Test Behavior and Speaking Problems English Language</b>
1	- Student's behavior and activities were at a weak level, noisy, and always disturbing other students	-Students showed interest in the Tubana Kit and stayed focused throughout the teaching and learning
2	-Students were at a moderate level. Not too focussed in classroom	There's improvement in students' behavior and shown interest in the use of the Tubana Kit
3	-Student behavior showed that students were weak when doing independent tasks.	-The use of Tubana Kit helps students in doing tasks given individually with less help from the teacher.
4	The student was not able to show good behavior by not completing tasks given by the teacher.	-The student's behavior improved and managed to complete all the tasks given in the Tubana Kit
5	-Students demonstrated behavior at a moderate level and showed a lack of focus and interest in the classroom.	-Student's behavior improved and shown much respect to the teacher and other students

6	-Student demonstrated behavior at a moderate level, not focused and noisy	-Students showed interest in the Tubana Kit activities and are more focused.
7	-Students' behavior showed that they had difficulties when doing the tasks given by the teacher.	-Students' behavior shows good improvement in doing tasks given in the Tubana Kit

## 2. Tubana Kit to Assist Students with Learning Difficulties to Enhance Their Speaking Skills

This finding is also divided into two parts which are, the types of enhanced speaking skills among students with special needs in the Malay Language and the types of enhanced speaking skills among students with special needs in the English Language.

Table 5. Types of Enhanced Speaking Skills Among Students with Special Needs in the Malay Language

Respondent	Pre-Test Behavior and Speaking Problems Malay Language	Post-Test Behavior and Speaking Problems Malay Language
1	-Coloring, reading, and speaking activities shown by students are at a moderate level.	-The use of Tubana Kit benefits student pronunciation and speaking.
2	The reading activities that have been carried out show that the students are at a good level. Students have moderate speech skills	-Students have very good pronunciation in the Malay language. -The use of Tubana Kit benefits student pronunciation and speaking.
3	-Coloring, reading, and speaking activities shown by students are at a moderate level.	-The use of Tubana Kit helps students with articulation.
4	-Coloring, reading, and speaking activities shown by students are at a moderate level. -The coloring and reading activities done by the students show that the students are at a weak level. -The student's speech is at a moderate level.	-Students have a good Malay vocabulary command. -The use of Tubana Kit benefits students' pronunciation. -Student has shown improvement in the number of vocabulary used to express her answer. -The use of Tubana Kit helps students twist their tongues.
5	-The student has difficulties pronouncing properly	
6	-Coloring, reading, and speaking activities done by students show that students are also at an average level.	-Students show very good reading and speech skills
7	-Coloring, reading, and speaking activities are at a moderate level.	-Student shows good improvement in using Malay vocabulary after an attempt in Tubana Kit.

Based on Table 5 and Table 6 findings, The findings show that after using the Tubana Kit, special needs students' articulation and vocabulary usage in both Malay and English language classes have greatly improved, especially when activities and coloring books in both languages are used. This demonstrates how well play-based therapies work with this population's communication issues and improve language proficiency which are in rhyme with other studies in Asian countries that use intervention such as play-based learning.

Table 6. Types of Enhanced Speaking Skills Among Students with Special Needs in the English Language

Respondent	Pre-Test Behavior and Speaking Problems English Language	Post-Test Behavior and Speaking Problems English Language
1	-Students' reading and speaking activities were at a moderate level.	-Students have been very good at using English vocabulary. -The use of Tubana Kit benefits student pronunciation.
2	-Speech and coloring activities done by students were at a moderate level. -In reading activities, students were weak in understanding the reading materials.	Students have very good pronunciation in the English language.
3	-During the coloring activity, students were weak in telling stories about the pictures they were coloring. -Students' reading and speaking activities were also at a weak level.	-The use of Tubana Kit helps students with articulation.

4	-Students' coloring, reading, and speaking activities were at a moderate level.	-Students have a good English vocabulary command. -The use of Tubana Kit benefits students' pronunciation.
5	-Students' coloring, reading, and speaking activities were at a moderate level.	-Students have shown improvement in the number of vocabulary used to express her answer -The use of Tubana Kit helps students twist their tongues.
6	- Students' coloring, reading, and speaking activities were at a weak level.	-Students have very good pronunciation in English.
7	-Students' coloring, reading, and speaking activities were at a weak level.	-Students show good improvement in using Malay vocabulary after an attempt in the Tubana Kit.

The findings in Tables 5 and 6 also indicate that students' behavior, focus, and pronunciation in the English language class all improved after using the Tubana Kit, proving the kit's versatility and efficacy in fulfilling a variety of learning goals. The kit's engaging and dynamic exercises most likely promoted participation and focus, which improved language results. These results are therefore consistent with research from Asia that shows how interventions like play-based learning significantly alter pupils' behavior. The studies are such as those conducted by Cheng, (2018); Fung & Cheng (2017); Hui et al. (2015); Li et al. (2016); Leung (2011, 2015); Liu et al. (2017b); Wang & Hung (2010); Kok et al. (2002); Qu et al. (2015); Teo et al. (2017) and Syed Azman et. al 2022). For instance, studies on therapeutic interventions have demonstrated that guided play helps children with autism communicate more appropriately in Singapore (Kok et al., 2002), increases social interaction time (Li et al., 2016), and decreases internalizing and externalizing behavioral problems (Leung, 2011, 2015). However, more research is needed as the studies are conducted based on different cohorts and disability nature.

## Conclusion

Sekolah Menengah Kebangsaan Seremban 2 (SMK Seremban 2) special needs students have discovered that the Tubana Kit, including its tongue twister exercises and speaking tool, helps them enhance their speaking and language abilities, particularly in Malay and English. This is corroborated by factual information, or observations gathered when using the Tubana Kit in a classroom. It has been stated that the speaking aids and tongue twister activities in the Tubana Kit help children with special needs get past speech and language-related learning obstacles. This shows that the activities and resources in the Tubana Kit are made especially to meet the needs and challenges that these kids have, which enables them to learn in a more interesting and accessible way. They have also shown appreciable gains in their speech and language abilities due to the Tubana Kit usage. Improved pronunciation, vocabulary, articulation, and fluency in both Malay and English are significantly noted as possible indicators of this progress. The finding that the Tubana Kit serves as a treatment for children with special needs implies that there is more to the kit's utilization than just educational materials. It suggests that the therapeutic exercises included in the Tubana Kit could benefit these students who struggle with more general developmental or communication problems. The teachers at SMK Seremban 2 have praised the Tubana Kit as a helpful tool for providing therapy to students with special needs. The adoption of the Tubana Kit suggests that teachers have recognized its value and are actively integrating it into their instructional strategies to meet the needs of their students. Further research on various student cohorts is necessary to investigate the efficacy or innovation of the tool for learning sustainability.

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