

Benchmarking Asperger's Syndrome Students' Listening and Speaking Abilities through Social Stories

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ABSTRACT:

Asperger's syndrome is a neurodevelopmental disorder characterised by a massive number of significant difficulties in social interaction and nonverbal communication. This can be clearly seen among children with Asperger's syndrome who experience difficulties with listening and speaking. As such, communication takes place with restricted and repetitive patterns of behaviour and interests. They tend to struggle in giving opinions or as simple as telling stories. Asperger's syndrome became part of the autism spectrum disorder under the autism diagnostic criteria. It is crucial to help the children with Asperger's syndrome by introducing social stories and creating new activities which are related to their everyday activities that focus on listening and speaking skills. Social stories are significant in terms of their storyline that is related to them. Therefore, the study is to benchmark Asperger's syndrome students' listening and speaking abilities through social stories. It focuses on the usage of social stories among children with Asperger's syndrome. The objectives of the study were to identify and discuss the utterances among Asperger's syndrome children. The samples of the study consist of six students at one of the local schools in Selangor, Malaysia. A social story entitled "Alim" was recited for twenty minutes a day for two weeks. After two weeks, the students were asked about the activity that they had the day before. The results of the study showed that all six students understood the story, and they seemed to imitate or follow the action from the story. It can be seen that the students were happy to help in the house and socialise with their parents and siblings. The results revealed that social story helps Asperger children to grasp a better understanding of their behaviour in their own family and will hopefully be used among their friends at school. This study will help them in their future social life. It

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is hoped that further studies will focus on social stories relating to folklore to enhance the Asperger children learning in the classroom.

Keywords: Asperger's syndrome, benchmarking, social story, school, education, basic education.

1. Introduction

Children with special needs need full attention in the classroom in order for them to learn in a conducive environment (Abdillah Rofiq et al., 2025). Furthermore, the classroom is a place for children to learn basic education and enjoy during the process of learning (Qingyue, 2025). In relation to this, the majority of special needs children will be struggling to adapt to social skills due to their disabilities. Similarly, special needs children with Asperger's syndrome will have problems with social skills (Huang et al., 2022; Khachadourian, Mahjani & Sandin, 2023). They might not know the difference between right and wrong in doing something. Also, they might not know how to socialise with other people. Asperger's syndrome is technically not a diagnosis on its own, as it is related to a broader category known as autism spectrum disorder (ASD). Children with Asperger's syndrome is known among doctors as a high-functioning type of ASD (Huang, et al., 2022; Jaisle et al., 2023; Inci Izmir et al., 2025). Children with Asperger's syndrome are unable to retain their focus for too long (Huang, et al., 2022; Camacho et al., 2025). For instance, in a classroom, a child with Asperger's syndrome will only focus for a few minutes, and then they will laugh or disturb other children in the classroom. Sometimes, they will saunter into the classroom and take anything that interests them. They somehow can listen to adult but communication will take place when they allow it, or at times, they will ignore the conversation. Children with Asperger's syndrome are sometimes ingenious in mathematics, music, drawing or any other activities that interest them. Some of them are intelligent compared to normal children (Inci Izmir et al., 2025; Huang et al., 2022). The studies by Jaisle et al. (2023), Huang et al. (2022) and Aane (2022) clearly showed that students with

Asperger's syndrome lack focus in listening and speaking activities in the classroom and tend to ignore any communication that takes place. The research gap in the studies above clearly stated that there is no benchmark in listening and speaking activities for children with Asperger's syndrome. Therefore, the study on Asperger's syndrome listening and speaking skills is significant in order to help the students in improving the skills.

As stated in Martha et al. (2026) and Brown (2025), Kanner (1943) emphasised the solitariness of Asperger's syndrome children, despite the presence of others, as a pervasive lack of interest in social skills, including their parents. Brown (205) claims that Kanner (1943:34) also described these children as being caught up in restricted, repetitive, stereotypic movements, noises, and routines, unable to adapt to many environments and insist on a similar environment, and display language characterised by copying of others' speech, pronoun reversal, and literalness if the language is developed at all. Later in 1944, Hans Asperger identified these children as having social and communication problems that made it difficult for them to participate in group activities and develop friendships (Brown, 2025). Due to Brown's (2025) unawareness of Kanner's (1943) work in the United States, he chose the label autistic psychopathy, emphasising that these children suffered more from a personality disorder. Asperger emphasised the eight behavioural and clinical descriptions (in Brown, 2025; Wing, 1998: 241-253):

1. Socially odd, naïve, inappropriate, emotionally detached from others.
2. Egocentric and highly sensitive to any perceived criticism, while being oblivious to other people's feelings.
3. Good grammar and extensive vocabulary. Their speech was fluent but long-winded,

- literal and pedantic, used for monologues and not for reciprocal conversations.
4. Poor nonverbal communication and monotonous or peculiar vocal intonation.
 5. Circumscribed interests in specific students, including collecting objects or facts connected with these interests.
 6. Intelligence in the borderline, normal, or superior range on tests, they had difficulty learning in learning conventional school environment.
 7. Motor coordination and organisation of movement was generally poor, although some could perform well in areas of special interest to them, such as playing a musical instrument, drawing or even counting as in mathematics.
 8. Lacked common sense.

Social Stories

Parents with Asperger's syndrome play an essential role in their everyday lives. Parents will have to attend courses related to their learning to encourage teaching and learning activities at home. It was previously thought that parents used to consider children with Asperger's syndrome as mentally impaired because these children would laugh without reason, or even be capable of hurting themselves. Communication was scarce at that time, and parents felt that they had failed in raising their child (Wright et al., 2025; Carter et al., 2019). However, through studies, strategies to overcome were outlined, and they were given during courses that aim to help parents in handling children with Asperger's syndrome. The process of raising children with Asperger's syndrome does need specific plans and steps. One of them is by telling social stories every day to help the children to be aware of their surroundings (Wright et al., 2025; Anthony & Bobzien, 2022). Social stories were created by Carol Gray in 1991 to help teach social skills to people on the autism spectrum (Anthony & Bobzien, 2022; Liu, Lei, & Wang, 2025). The stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why (Wright et al., 2025; Papadopoulos, 2023). The stories will be told repeatedly so that

the children will remember and will be able to retell the stories that involve listening and speaking skills. Social stories help not only children with Asperger's syndrome but also normal children in their listening and speaking skill but also to understand the real situation in their everyday lives (Anthony & Bobzien, 2022; Liu et al., 2025). Social stories also help in increasing verbal initiation or speaking skills in children with autism and Asperger's disorder (Como et al., 2024; Camilleri et al., 2024). On the other hand, social stories help in increasing listening skills and eye contact among adolescents (Liu et al., 2025).

Studies on social stories among special needs children have been carried out to help educators and parents in dealing with their learning process (Liu et al., 2025; Como et al., 2024; Camilleri et al., 2024). A study by Wright (2025) claimed that children with Asperger's syndrome were able to show their emotions when they understood the story. Five students consist of children with Asperger's syndrome were able to identify the emotions of sadness and happiness by listening to the story that they heard. The study involved listening and speaking skills. The results of the study also revealed that they were able to give gestures towards the emotion. The results of the study by Wright (2025) were parallel to the study of Anthony and Bobzien (2022), Liu et al. (2025), wherein for the students to focus on learning, there are various ways to help them in learning, and one of the ways was to let them listen and imagine the story that they heard. Also, a study by Como et al. (2024) showed that the children were able to collaborate with the activities given to them. Children with Asperger's syndrome or autism disorder were able to listen and communicate with their friends when interesting activities in the classroom took place (Liu et al., 2025; Como et al., 2024; Camilleri et al., 2024).

A study by Camilleri et al. (2024) showed that adolescents with an autism spectrum disorder or even Asperger's syndrome were able to communicate by using the social story with the help of the teacher. This study showed that adolescents had composed their learning styles when they were dealing with tasks involving other students. The results of the study by Camilleri,

Maras and Brosnan (2024) were parallel with the study by Wright (2025), whereby the children with autism spectrum disorder would be able to learn with their friends if the task given was appropriate and related to social stories. However, Como (2025) and Liu et al. (2025) stated that the effect of social stories intervention for individuals is different and varies. There were interruptions in social stories telling among the children, where repetition would take place occasionally due to the indifference of the characters among the children. The results showed that the children attempted to give their opinion about the story, and they relate the story to their everyday situation at home and at school. A similar sentiment can be said that children with Asperger's syndrome can remember the events happening around them, and they will try to imitate where necessary (Javaheripour, 2023). Another study by Anthony and Bobzien (2022), also showed that the integration of social values in social stories among autism spectrum disorder or Asperger's syndrome children had a tremendous impact on learning and education. The children seemed to be able to identify the social values in the stories and show gestures and act out the values in front of the class. This study showed that the children were retaining their focus when dealing with social values and showed the values through action.

Based on the background of Asperger's syndrome and social stories above, it can be clearly seen that there should be a benchmark for students' learning related to listening and speaking abilities. Students need a lot of attention and chances in order for them to try and voice out their opinion based on the task given. Also, the students with Asperger's syndrome tend to make mistakes during interaction, and educators should make a guideline for them so that they can try to make the listening and speaking activities successful (Soltiyeva et al., 2025; Javaheripour et al., 2023). The benchmark for listening and speaking activities should be parallel to their level of acceptance, to which will affect their world knowledge of the activities. Children with Asperger's syndrome have a lot of limitations in terms of vocabulary or sentence structure in listening and speaking, and therefore,

it is wise to have a proper guideline so that educators will teach according to their level of proficiency. Also, the level of difficulty of the task given should be according to the benchmark stated for each level of students.

The objectives of the study were to identify and discuss the benchmark of Asperger's syndrome students' listening and speaking abilities through social stories.

2. Methodology

The samples for this case study involve six students from a class at one of the schools in Selangor, Malaysia. The local doctors have diagnosed the students as autism spectrum disorder with Asperger's syndrome and they were placed in a classroom with two teacher assistants. The students consist of Student 1 (S1), Student 2 (S2), Student 3 (S3), Student 4 (S4), Student 5 (S5) and Student 6 (S6). The students involved are male. During the study, a social story entitled "Alim" was introduced to the students. The social story was told every day for twenty minutes for two weeks. After each session, the teacher would discuss the story with the students. After two weeks, the students were asked about their activities that they had the day before. The utterances were taped and transcribed. The transcriptions were analysed using the discourse analysis theory by Brown and Yule (1983). According to Brown and Yule (1983), presupposition is a thing tacitly assumed beforehand at the beginning of a line of argument or course of action. Presupposition is the scenario of utterances whereby speakers mark linguistically information as being taken for granted, rather than being part of the main propositional content of a speech act. According to Brown and Yule (1983), expressions and constructions carrying presuppositions are called presupposition triggers, which also show assumptions towards the story being uttered. In this study, the students' utterances that were transcribed were analysed according to the expressions no matter with sign, gestures and body language. The transcriptions were explained and discussed according to the assumption of the

students' utterances. The discussion will also include supporting the theory and related studies.

Synopsis Of The Story "Alim"

Alim is six years old. He is a small boy. Every morning, Alim will wake up at seven o'clock. He will brush his teeth and make sure that his teeth are all white and clean. After brushing his teeth, Alim will take a shower. He will use his white towel to dry himself. He remembers to take his toothbrush and put it on his table. He does not want his toothbrush in the toilet because the toothbrush will get dirty. He will put his clothes on. He tidies his own bed and cleans up his room. He puts his dirty clothes in the basket and takes the basket to the laundry room. After that, he helps to arrange the cushion on the couch. He puts away all the slippers and arranges the slippers on the rack. In the afternoon, he helps to set the table. He helps to put the plates on the table. He also helps to pull out the chairs. The chairs are heavy, but he managed to pull them out. He talks to his mother and father about his clean room. Also, he told his mother that he had already put the dirty clothes in the laundry room. His mother was really proud of Alim.

At night, Alim had dinner with his parents. After eating, Alim takes his plate and put in the sink. He told his mother and father to put their plates away, too. His mother and father were so proud of Alim. Alim washes his plates and also lets his parents wash the dishes too. Alim was happy. Before going to bed, Alim plays with his sister Madinah. Madinah wants to play with Alim's toys. Alim gave her his toys. Alim was happy to share his toys with Madinah. Madinah was happy. She hugs Alim. She loves Alim. Alim loves Madinah. Alim goes to bed. Alim asks his mother whether he can use the computer for ten minutes. Alim's mother let him use the computer for ten minutes because Alim had been very good today. Alim says thank you to his mother.

3. Results

STUDENT 1 (S1)

I have to take my plate to the sink after I eat every day. But I do not want to clean the other dishes. My mother and father have to do it on their own. The plates are theirs. But I want to wash only my plate today. Alim washed his plates too. Thank you.

S1 above uttered that he had taken his plate to the sink every day. In fact, he insisted that he did not want to clean the other dishes since his mother and father had to do it on their own. This action might be the fact that he was taught to tidy up his plates in the social story. Therefore, S1 insisted that his mother and father would take their plates to the sink. Also, it was evident that he stated he wanted to wash up his own plate. It can be seen that according to the social story, Alim washed his own plates, and he wanted to do the same. He was also determined to do his chores, and evidently, he said 'thank you' at the end of the session. This result showed that S1 was happy to follow Alim from the story.

It was evident that S1 is reflecting his everyday actions at dinner time. He remembered all his actions and assumed that his actions were right since he saw his parents cleaning up their plates. It can be seen that S1 copied the actions of his parents and always remembers to say thank you. It can be said that S1's action had shown a positive reaction from his parents when he gave examples of Alim's story as compared to his everyday chores. At the same time, S1 was seen to be reluctant to wash other dishes and insisted that his parents do it on their own.

As such, S1 understood the story by retelling the story and relating it to his everyday lives. He managed to tell the teacher about the activities that he does every day. He remembered the activities, and he was able to relate his activities to the story that he heard. S1 was able to give his own opinion by telling the teacher that a person has to do his/her chores. It can be seen when S1 stated that his parents have to do their chores as well. S1 had set his mind that what he had learnt at home should be practised by others at home as well. This attitude has created a better understanding of his responsibility at home and reduced his reliance on others to do his chores. This activity has made S1 think wisely and construct his own opinion. The social story has helped him in doing chores and being responsible. S1 was seen as being respectful when he uttered the phrase "Thank you" at the end of his storytelling. Being thankful after telling his story has shown that S1 displayed a respectful gesture towards his teacher and friends after

listening to his story. His attitude might also show that he is polite in the classroom since most of his friends have replied "You're welcome".

According to Anthony & Bobzien (2022). Students with Asperger's syndrome tend to think and construct their own opinion. This can be seen in S1, where he managed to relate the social stories to his own daily chores. His opinion on not wanting to wash other dishes clearly showed that he managed to construct his own opinion because he was taught to wash his own dishes only. Brown & Yule (1983) clearly stated that the cause of action will lead to assumption and therefore, S1 can be seen giving his opinion after giving his thoughts about his action regarding the dish washing.

STUDENT 2 (S2)

I already cleaned up my room. I vacuumed the floor. Put my clothes in the basket. I put the basket in the laundry room. I want to use the computer, but my mother told me to tidy up the table too. Alim also tidied his room. I like Alim. But Alim's mother let him use the computer after that.

S2 above uttered that he had already cleaned his own room. He also stated that he vacuumed the floor in his room. He was genuinely excited to tell his mother that he also put his clothes in the basket and took the basket to the laundry room. He pointed to the basket that he put in the laundry for his mother. Later, he insisted on using the computer, but his mother told him to tidy up the table. He did not show any signs of anger, but instead, he tidied up the table too. He said that Alim also tidied his room. He said that he liked Alim. In the end, he said that Alim's mother let Alim use the computer, but S2 was puzzled because his mother did not let him. It can be seen that S2's mother insisted that he tidy up his table first. S2 understood and nodded. This interaction showed that S2 understood the meaning of tidying up his room, and also he understood that he had to do the chores before he got to use the computer.

S2 utterances showed that he is happy with his chores at home since he remembered all the activities that he does every day. Also, S1 was able to relate Alim's story to his everyday chores. He was seen to be nodding his head when he listened

to the story. He was also seen clapping his hands when each activity was mentioned. Presumably, the activities mentioned were the activities that he had done before, such as "clean up the room", "clothes in the basket", "tidy the room" and others. This observation showed that S2 had been focused throughout the story, even though it was observed that he was moving his head and body parts most of the time. However, S2 wanted an answer at the end of the story. The intention of his question "Alim's mother let him use the computer after that", can be interpreted as "Why did my mother not let me use the computer after doing all the chores?". This interaction showed that S2 wanted his mother to do the same as Alim's mother.

As such, S2 managed to understand the story. He has also understood the social context of the story, which is related to the values that consist of the story. The social values that he has shown, which are related to the story, are "helping" and "responsible" as in helping to tidy up his room and being responsible by doing the chores given to him. The story has made him understand the chores that he must do every day. Also, the story has made him question his right to use the computer after doing his chores. His thoughts about the story have made him want to have the same reward as the story. It showed that S2 was able to give his own opinion based on the story that he heard.

According to Camilleri et al. (2024), children with Asperger's syndrome will only focus for a short time. This can be seen in S2 where he was too busy cleaning his room and did not have time to ask his mother the reasons why he was not able to use the computer. He has the intention to do so, but he only manages to relate the social stories to his own story. However, S2 has the same opinion as S1, where he gave his opinion about the story and the action that he has taken by telling the stories to the teacher, which supported Brown & Yule's (1983) theory on presupposition.

STUDENT 3 (S3)

I arranged the cushion for the couch this morning. Four of them. I also put the slippers away. I arranged the slippers on the rack. Alim did.

S3 above uttered that he arranged all the cushions on the couch that morning. He was happy to inform that he arranged four cushions. In fact, he also stated that he put all the slippers away and arranged them on the rack. He remembered Alim had done the same thing in the social story. He was happy to do the exact thing that Alim did. This observation showed that S3 remembered the story about Alim, and he was delighted to follow whatever Alim did in the story.

Although S3 uttered four short sentences, he was able to relate the story that he heard. In the beginning, he was trying to tell his teacher and friends that he also helped at home. He remembered two activities that he did that morning as arranging the cushion and slippers. It can be said that he had been doing the two activities every day. He did not mention anything else since he might be doing the same chores every time. He also mentioned Alim's activities that were similar to his, and he was happy that he did it the same.

As such, S3 understood the story very well, and he was seen giving hand gestures like he was arranging the cushion and slippers. He managed to clap his hands at the end of the gestures of arranging the slippers in the cupboard. The other students seemed to be smiling when he made all the gestures. They were trying to copy S3 actions, and it seemed that they understood S3's activities at home. S3 was also proud that the activities were the same as Alim's story, and most of the students were happy to show their shoes that were put on the rack. This observation showed that the story has made all the students want to copy all the activities done by Alim. S3 had shown the social values "helping others" and "responsibility" when he did the chores in the morning.

S3 can be seen giving more hand gestures as compared to giving his own opinion. As stated by Tobik (2025), autistic children express by giving gestures and movements. This can be seen in S3 where he claps his hands at the end of the gesture of arranging slippers in the cupboard. Although S3 only managed to utter a few words, he was happy with the gestures he showed to the other students. This action supported Brown & Yule's (1983) where actions showed by a person can also

consist of meanings and assumptions. This can be clearly seen in S3 gestures with his utterances that are related to the social stories.

STUDENT 4 (S4)

I set the table for lunch. I put the plates on the table. I helped to put the cups on the table. I pulled out all the chairs. My mother and father can sit on the chair. The chair was too heavy. I managed to pull it out. Alim is smaller than me. He is only six years old. I am nine. I can do it.

S4 above uttered that he helped his mother in the kitchen. He helped to set the table for lunch. He was giving gestures for putting the plates on the table. He also helped to put the cups on the table. After that, S4 mentioned that he pulled out all the chairs and pointed to the chair where his mother and father would sit. He also said that the chairs were heavy, but he managed to pull them out. He claimed that Alim, who is six years old, was smaller than him. S4 claimed that he is nine years old and that he would do it. This result showed that S4 was trying to show that he was powerful enough to pull out the heavy chairs. Also, S4 seemed to refer to Alim, based on Alim's who is smaller size and younger age than him.

S4 can be seen doing many chores in the kitchen. The chores were setting the table, putting the plates on the table, helping to put the cups on the table and pulling out the chairs. The chores were completed before lunch, and presumably, he also did them for dinner since he knew the steps of setting the table. It can be assumed that S4 knew that the chores had made him responsible and ensure that lunch would be ready after he finished his chores. S4 was able to identify that the chair is heavy and he could pull it out. He knew that he had to pull out the chair no matter how heavy it is, and he had to finish all of the chores for the family to be able to sit down and have lunch.

As such, S4 was highly competitive. He was able to compare himself to Alim's story in terms of physical stature, as he presumed Alim to be small, since he is only seven years old. In comparison, S4 considered himself to be bigger than Alim. He mentioned that he is stronger than Alim, considering their age, and he also imagined that he is taller than Alim. He understood the story well as he was trying to compare himself with

Alim's character. He also compared Alim's chores with his that required harder work, such as pulling the chairs out for lunch. The social values that were found in S4's utterances related to Alim's story were responsibility and helping others. Also, the social values being competitive can be considered as a social value since S4 was trying to compare his effort with Alim from the story.

S4 was able to give his own opinion based on the story that he heard. This clearly supported Brown & Yule's (1983) theory, where action can be made as an assumption, and therefore, S4 can be seen as actively involved in the story that he heard. S4 utterances supported the study by Wright (2025), where students are active when an interesting story related to their own daily activities is heard. This clearly can be seen in S4, where he was interested in the story and tried to compare the character of the story with his own.

STUDENT 5 (S5)

I brushed my teeth every day. I did it last night with my mother. After that, I went to bed. I make sure that I put the toothbrush on my table. I don't want to leave my toothbrush in the toilet. Too dirty. I will brush my teeth again tomorrow morning.

S5 uttered that he brushes his teeth every day and also claimed that he also brushed his teeth last night with his mother. He said that he went to bed after brushing his teeth and made sure that he put his toothbrush on his table. He insisted on putting the toothbrush on the table because he did not want to leave the brush in the toilet, as it would be dirty. It seemed that S5 remembered what Alim did in the story where he always put his toothbrush on his table. S5 also mentioned that he would brush his teeth again tomorrow. S5 was seen grinning while showing his clean teeth. He was happy to show what he does every day and was proud to be like Alim, who is clean and tidy. This interaction showed that S5 had been focused on the social story.

S5 was able to relate Alim's story by telling the teacher and students in the classroom that he brushes his teeth every day. He is considered to be careful about his toothbrush so that he does not want it to be left in the toilet. He might have seen or heard about germs in the toilet that can

be transferred to his toothbrush. His obsession towards his toothbrush can be seen as he was clean and careful to avoid any germs that can be spread, mainly in the toilet. S5 was also seen to clean and tidy as his school uniform. He was not comfortable when there were erasers lying on the table. He will walk about and shout when that happens.

As such, S5 understood the story and was able to retell his own story. He was seen as comfortable telling about his activities at home. The story of Alim triggered him to start his activity by waking up in the morning and brushing his teeth. He was so happy and showed his finger gestures of brushing his teeth. He was seen moving his body to the left and right and smiling most of the time with his two hands flapping like a bird. He was happy and interested to listen more about Alim's story. S5 was also able to understand the social values in the story. The social values are cleanliness and hygiene. This result showed that the story has made him understand more, and Alim does the same activity as him in the morning.

S5 has nearly the same character as S3, where he preferred to show hand and body gestures when telling stories. Como (2024) stated that a person who remembers the story that he/she heard will try to relate to his own activities through hand and body gestures. This clearly supported the findings of S5, where he managed to remember the story and tell the stories by giving hand and body gestures. Brown & Yule's (1983) theory also stated that presuppositions in discourse analysis will help in the process of understanding the meaning of the actions.

STUDENT 6 (S6)

I played with my sister yesterday. I did not take her toys. I played with my toys. When my sister wanted to take my toys, I gave them to her. I love my sister. I want to share my toys with my sister. Sharing is good.

S6 uttered that he played with his sister yesterday. He claimed that he did not take his sister's toys and said that he played with his toys. He was seen as very loving when he let his sister take his toys. He admitted that he loves his sister dearly and is willing to share his toys with her. He claimed that sharing is good. It can be seen that S6

remembered Alim's story about sharing toys with his siblings. He was happy to share and smiled when he mentioned that he let his sister play with his toys. This observation can be seen in Alim's story when he was not angry when his sister took his toys.

S6 was able to relate Alim's sister, Madinah, to his sister. In the story, Alim has a sister named Madinah, and he loves her so much. S6 was able to tell the story about his sister, and he remembered that he had played with his sister the day before. He was seen as generous with his sister and willing to share his toys with her. His parents might have praised him, and he understood that sharing is good. S6 was satisfied and content when he stated that he shared his toys with his sister.

As such, S6 understood the story and was able to retell the story with his activities at home. He was able to tell the teacher and students in the classroom that he shared his toys with his sisters. S6's story is similar to the story of Alim, who shared his toys with his sister Madinah. S6 was happy when he heard the story that Alim shared his toys with Madinah. He was seen waving his right hand towards the teacher. He might be happy with the story, and he wanted to tell the teacher and his friends that he has a sister as well. S6 was able to identify the social values in the story that are sharing and love towards his sister. S6 seemed to be different in character compared to S1, S2, S3, S4 and S5. S6 managed to express his love towards his sister. This is parallel to the study of Liu, Lei, & Wang (2025), where children with Asperger's syndrome will sometimes express their emotions in order to relay their message. This can be seen in the S6 character to show his love towards his sister by sharing his toys. The utterances and actions by S6 supported Brown & Yule's (1983) theory, where S6's action can be assumed as his expression of love towards his sister, just by sharing his favourite toys.

4. Discussion

The results above showed that all the students seemed to remember the social story and social values, and they also seemed to be following the character of Alim. They were also seen happy

when they tried to tell the teacher about their activities the day before. S1 seemed to focus on his chores of helping in the kitchen. He mentioned that all the activities that he did were after having dinner with his mother and father. He claimed that his mother and father must take their plates to the sink too, as he did. He wanted everyone to do the same as him. However, S2 had a different scenario. He was focused on his chores in his bedroom, where he tidied up his room, took his clothes in the basket and put the basket in the laundry room. He also insisted on using the computer, but he claimed that his mother wanted him to tidy up his table first. At first, he did not understand why his mother would not let him use the computer, but after his mother told him that it would be good to tidy up, he followed his mother's suggestion. S3 has given a very short utterance. He was focusing on his chores, arranging the cushions and shoes. However, he was proud of himself for his doing. He was seen as happy, although the chores were not heavy.

However, S4 has a lot to do. He claimed that he helped to set the table for lunch. He put the plates on the table. He also pulls out all the heavy chairs for his mother and father. He said that he was powerful enough to pull the heavy chairs. This was true when he said that he was bigger and older than Alim. Thus, he was happy to do the chores. S5 seemed to be focusing on brushing his teeth every day. He claimed that he brushed his teeth with his mother the night before, and claimed that the toothbrush should be put outside the toilet. He claimed that the toilet is dirty; therefore, the toothbrush should be put on the table in his room. He seemed to remember the story of Alim putting his toothbrush on his table, and S5 did the same. This showed that S5 was focused on the story. S6 was telling the story about his sister at home. S6 seemed to have a younger sister who played with him every day. Therefore, S6 claimed that he let his sister play with his toys, and he even played with her. This was surprising since S6 would be furious when someone took his toys. However, S6 was calm and let his sister play with his toys and claimed that sharing is good in the family. In the social

story, it can be seen that Alim shared his toys with his sister, and S6 did the same.

The results of benchmarking Asperger's syndrome students' listening and speaking abilities through social stories showed that the students were able to identify the social values of the story. The students were seen using the social values from the social stories in their everyday lives. The social values from the students that are related to the story are, S1 being "helpful", "responsible" and "polite", S2 being "helpful" and "responsible", S3 being "helpful" and "responsible", S4 being "helpful" and "responsible", S5 being "clean" and "hygienic" while S6 being "sharing" and "love" towards his sister. The social values from the stories have helped the students to realise that they have done good values in everyday lives.

The activities using the social stories in this study clearly proved that listening and speaking abilities among Asperger's syndrome students improved as compared to before the activity took place. The students were interested in listening to the stories, and they were also asked to retell the stories. They managed to speak with the teacher and their friends in the classroom and retell the stories repeatedly. This showed that social stories have given a positive impact towards their confidence in speaking, and their listening skill has also improved when they managed to relate their own stories to the story that they heard. The results supported the studies by Liu, Lei, & Wang (2025) and Camilleri, Maras & Brosnan (2024), where social stories help to garner children's awareness of the surroundings, and therefore, they will be able to relate the surroundings to their own stories. Subsequently, the result of the study also supported the study by Como (2024), where stories help in the process of improving listening and speaking skills.

The results showed that all the students seemed to be using the good values in the social stories. It seemed that all the students copied what Alim did in the story, and they were happy to tell the story to the teacher. It seemed that the social stories had made them happy and content with their behaviour. It also seemed that all the students wanted more stories to be heard and more stories to be told for them to understand

the real world. The results of the study were parallel to the study of Como (2024), Camilleri et al. (2024), where social stories will make a person want to be like the characters. Also, this study was parallel to the study of Liu (2025), Anthony and Bobzien (2022) and Papadopoulos et al. (2023), where social stories will help autism spectrum disorder or even Asperger's disorder in socialising with other people in their surroundings. As such, social stories will help children with Asperger's in better understanding their behaviour in their own family and will hopefully be used among their friends at school.

5. Conclusion

This study will help Asperger's syndrome children in their future learning opportunities, social life, education and education quality. The social stories will be the benchmark for Asperger's syndrome students' listening and speaking abilities in enhancing their language learning in education, as well as social values. This study helps educators and parents in considering social stories for Asperger's children. It is advisable to choose an appropriate story that relates to their everyday lives. This way, the children will use the story to control their behaviour among their family members, friends and surroundings. This is an essential fact as Asperger's children need attention, and the social story will help them to be more organised in their activities and attitude towards others. On the other hand, this study also helps authors in writing appropriate stories for children with Asperger's and relate the stories to their everyday lives. This way, the Asperger's children will be able to socialise, and in fact, they will be able to work with numerous people when they grow up. It is hoped that further studies will focus on social stories that relate to folklore to enhance the Asperger's children learning in the classroom.

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7. Author Declaration

The authors confirm originality of work and declare no conflicts of interest.

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