

Music Therapy for the Rehabilitation of Dyslexic Children

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Abstract:- Dyslexia is a learning disorder. A dyslexic has difficulties in reading, writing, spelling, and counting skills. They also encounter problems in recognizing the sound of letters. In Malaysia, there are several approaches used to help dyslexics with certain skills - these are multisensory as well as: auditory exercises using a computer, intervention programs, and rehabilitation programs. Multisensory and multimedia methods were more often used in conducting intervention programs for dyslexics in Malaysia. It is therefore the aim of this study to apply music therapy to help children with dyslexia using experimental research in the form of singing treatment. The purpose of this research was to test the effectiveness of singing treatment in improving the reading and writing skills of dyslexic children. Apart from that, this research also aims to improve the reading and writing skills of dyslexic children through singing treatment. This research was conducted at the Learning and Resources Centre of Dyslexia Association of Sarawak. Mixed method and One-Group Pretest-Posttest designs were applied to collected data. Four dyslexic children were selected to receive this treatment. They were named Subjects A, B, C, and D. Furthermore, they were divided into two groups:- Subjects A and B have a basic phonics ability and so were grouped together, whereas; Subjects C and D were grouped together as they do not have a basic phonics ability. The results show that this treatment was effective in improving the reading and writing skills of Subjects C and D. The t-value for this group is 1.40, which this value is below the significance level, 2.74. Besides that, this treatment was less effective in improving the reading and writing skills of Subjects A and B. The t-value for this group is 6.05, exceeding the significance level, 2.74.

I. INTRODUCTION

According to the Malaysian Dyslexia Association (n.d.), dyslexia is a type of disability where some parts of the brain fail to interpret written images into meaningful thinking. Dyslexia is a learning disability in which dyslexic individuals have difficulties in mastering spelling, reading, writing, and calculating skills (Zulikha Jamaludin et al, 2017). According to Aminahbinti Kassim (2012), the intelligence of dyslexic individuals is normal. The objectives of this research were to 1. test the effectiveness of singing treatment in improving the reading and writing skills of dyslexic children and 2. improve the reading and writing skill of dyslexic children.

II. BACKGROUND

According to Jabatan Pendidikan Khas (2003 cited in Zulikha Jamaludin, Hafiza Abas, Husniza Husni & Faridah Hanim Yahya, 2017), there are three types of dyslexia:- visual dyslexia, auditory dyslexia, and auditory dyslexia. Individuals with visual dyslexia have difficulties in remembering and recognizing the shape of letters or words. They have difficulties in translating the symbols of printed or written words. Individuals with auditory dyslexia struggle within remembering letter sounds. They also have problems in analyzing the sounds of syllables and; arranging as well as spelling out the syllables of words. Individuals with visual and auditory dyslexia will face serious problems as this type of dyslexia is persistent.

The Malaysian Dyslexia Association has offered various types of programs such as intensive classes, annual activities; and other services, as well as numerous approaches and treatments to help dyslexic individuals in overcome their difficulties. In terms of treatment, dyslexic individuals receive suitable treatments according to their needs (Yuzaidey, Din, Ahmad, Ibrahim, Razak & Harun, 2008). Other approaches such as multisensory methods, phonological educational intervention, cognitive intervention, and cognitive skills training are frequently used abroad (Yuzaidey et al, 2018). In Malaysia, multisensory methods are regularly used in an intervention program to help dyslexic individuals (Yuzaidey et al., 2018).

Music therapy is an alternative modern treatment and is a professional field that uses music for rehabilitation, preservation and improvement for mental and physical status (Sharol, 2008 cited in Yasmin Hussain & Zainal Ariffin Ab. Ghani, 2013). There are two types of music therapy, active therapy and passive therapy (Yasmin Hussain & Zainal Ariffin Ab. Ghani, 2013). Active therapy involves individuals playing an instrument during the therapy session, whereas- passive therapy requires individuals to listen to music. According to Gfeller dan Davis (2008), a therapy session included five processes, references, evaluation, treatment planning, documentation of progress, and termination of treatment (Gfeller dan Davis, 2008 cited in Wheeler, 2015).

This study aims to apply music therapy to improve the reading and writing skills of dyslexic children; using passive therapy, where dyslexic children sing along to songs.