Counseling Group and Games Education in Developing English Language for Students' Elementary School

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***ABSTRACT**:*
The Article analyzed Counseling Group and Games Education in Developing English Language for Students' Elementary School. The researcher used the steps for a literature review to obtain scientific evidence (Snyder, 2019; Peters et al., 2020), that is of counseling group and games education in developing English language for students' elementary school. Hence, the researchers have visited several scientific publications on several application for instance in Eric Publications, Google book, Taylor and France, and many other publications. While the review process involves several stages, first, giving coded the data, evaluated, and looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions. Based on review many kinds publication showed that Innovative games can be in the form of educational games. Educational games are created using computer technology by taking into account the peculiarities, language development, and theories of acquiring children's language, so that through this, children are not easily bored in recognizing or learning English vocabulary. Therefore, English educational games can be used as a way to develop English vocabulary.

***KEYWORDS**: Games Education Language, Counseling Group*

INTRODUCTION

Language development, especially the use of English to become a global language used by people in all professions.(*Comparative Legal Linguistics: Language of Law, Latin and Modern Lingua Francas - Heikki E.S. Mattila - Google Books*, n.d.)(Kubota, 2016). English is one of the liaison languages for almost every country in the world. With this language, everyone in the world can communicate without limits. In Indonesia, English is used as a third language after the regional languages, Indonesian and English. (Fansury et al., 2020)(Subekti, 2018). In language, there are four skills that need to be mastered namely speaking, writing, reading and listening Nuryanto, M. (2021). This skill must be mastered by a student to be able to master English well. Language development is very important for students, especially English so they can interact with people around them. Development is a process of change where it is permissible to recognize learning,(*The Adult Learner: The Definitive Classic in Adult Education and Human ... - Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson, RICHARD SWANSON, Petra A. Robinson - Google Books*, n.d.)(Driel, 2021), to master higher levels of various aspects. One of the important developments is the aspect of language development.

The development of language skills aims to make a person able to communicate orally with the environment. Language skills are used to cooperate, interact and identify themselves in a good conversation. Some experts state that language development involves sensorimotor aspects related

to listening and comprehension activities, (Kraus & White-Schwoch, 2015)(Ashida et al., 2019)(Schomers & Pulvermüller, 2016)("The Role of Sensorimotor Processes in Meaning Composition," 2015) and sound production (Bruderer et al., 2015)(Behroozmand et al., 2018)(Ramsey et al., 2018). The environment also influences language development in order to achieve the development of communication skills in terms of understanding strengths and weaknesses, being independent and being able to optimize potential in language development. In this case the counselor's efforts to help Malaysian students who experience communication in Indonesian by providing a group guidance service so that the development of student socialization skills, especially communication skills. Things that can hinder or disturb students are revealed through techniques so that students' socialization and communication skills develop optimally.

Based on the results of observations, in practice this is difficult to achieve due to many obstacles. Like not being the main language, not being used to pronouncing words in English so that the speaking process is halting, fear of pronouncing mistakes because they don't understand grammar well, lack of confidence because vocabulary less words, embarrassed to speak to smarter people or native speakers, difficult to pronounce because of different ways of reading English, feel English is a difficult lesson and worry about making mistakes when speaking. Students experience difficulties in communicating in English with their friends. The obstacles above are obstacles that are often found and occur when learning and mastering English. related to the explanation above, English is a complicated language and is not easy for learners. So, the role of the researcher is to be able to guide problem solving through discussion therapy, which is an organized process involving groups organized to provide information that is personal and social.

This research focuses on elementary school students who learn English. So, the role of the teacher is to provide encouragement and encouragement so that these students feel comfortable learning and developing language. The client often feels that he is a person who is difficult to make friends with others, because before this the client was familiar with his mother and was never far away from his family. Hence, the researchers have visited several scientific publications on several application databases of games education in developing English language, especially in elementary school. Several complications such as Eric Publications, Google book, Taylor and France, and many other publications actively discussing counseling group and games education in developing English language for students.

Therefore, from the reality that occurs as described above, researchers need to provide group counseling with discussion techniques and provide educational games. Students at the elementary school level today are generation Z in the era of the industrial revolution 4.0 who must be ready and able to use information technology and computers in their lives. Some expert reveals that information technology and computers can be used as media as an effort to develop aspects of children's language, including foreign languages (Bailey et al., 2021)(Cristia et al., 2017)(Palaiologou, 2014)(Bus et al., 2015). One of the applications of information technology and computers as media in introducing and teaching English vocabulary to children is the use of information technology and computer games, such as mobile games and educational games.

METHOD

In this study, researchers used qualitative research. Qualitative research methods, also known as naturalistic and ethnographic research methods, are studies that are carried out in a cultural, natural environment and are contrary to experimental attitudes. In the qualitative research method, the instrument is the counselor itself, so that before the researcher goes to the field, the researcher must have broad insight and theory will be used in order to be able to ask, observe, analyze, and construct a social situation so that it is clearer and has meaning.

The researcher used the steps for a literature review to obtain scientific evidence (Snyder, 2019)(Peters et al., 2020), that is of counseling group and games education in developing English language for students' elementary school. Hence, the researchers have visited several scientific publications on several application databases of games education in developing English language, especially in elementary school. several complications such as Eric Publications, Google book, Taylor and France, Elsevier and many other publications actively discussing counseling group and games education in developing English language for students (Tricco et al., 2015)(Tricco et al., 2016) in conducting of review articles the researchers conduct several procedure; firstly, coded the data, the second evaluated and the last looked for relevance, interpreted it in depth to conclude if the findings were relevant in answering valid questions. The designed this report in the form of a qualitative study (*Quality of Pupil Learning Experiences (RLE Edu O) - Neville Bennett, Charles Desforges, Anne Cockburn, Betty Wilkinson - Google Books*, n.d.).

RESULTS AND DISCUSSION

In addition to the researchers making observations, this research also involved a counselor to address communication patterns in developing English. Some of the treatments that have been carried out by researchers include conducting English educational games to develop language acquisition or develop English vocabulary.

At this stage the researcher created study groups and provided education through group counseling and English educational games. The things that underlie English educational games can be used for the development of English vocabulary in children, including: the child is in the playing period, the child has low focus, the child's curiosity is high, and the child's developmental stage is a potential period in learning something.

It is proven by the research results of some scholars who conducted research using activity-based educational games in the classroom. This research uses a qualitative approach to see the effect of using games in the learning process and finds research results that the use of educational games in the learning process can increase children's interaction and interest (Lamb et al., 2018)(Papanastasiou et al., 2017)(Braghirolli et al., 2016), so that games have high effectiveness for developing English vocabulary in children (Chen Hsieh et al., 2016)(Toumpaniari et al., 2015). In addition, this study also explained that the important role of the teacher is in monitoring the use of games so that learning activities continue to run on track.

Moreover, (H. J. H. Chen & Yang, 2013) research on video games that aims impact of adventure video games on foreign language learning and the perceptions of learners. This research was conducted with an experimental approach. The study used a random sample of 30 children from an English course which were then grouped into two, 15 children in the experimental group and the other in the control group. In the control group the introduction of English vocabulary used video games from an official website of the British Council, while the control group used traditional methods. Children were given a pre-test and post-test and the results of the study found that the experimental group had a higher score than the control group. This shows that the use of video games has a positive impact on the introduction of English vocabulary to children (Smith et al., 2013). Other researchers reveals that effect of computer vocabulary games on the introduction of English vocabulary to children (*Gaming as an English Language Learning Resource among Young Children in Denmark on JSTOR*, n.d.)(Zou et al., 2019)(C. M. Chen et al., 2019).

The research sample consisted of 67 native and immigrant kindergarten children in the Netherlands. The sample was then divided into two groups, namely the experimental group and the control group. The experimental group played computer vocabulary games for 15 weeks (twice a week) while the control group studied using the regular curriculum. Children in the experimental

group were very interested in learning using computer vocabulary games so the results of this study revealed that computer vocabulary games had a positive effect on children's vocabulary learning.

Researchers reveals that the use of games or games on the computer to increase children's English vocabulary mastery (Derakhshan et al., 2015)(Hasram et al., 2021)(Hidayat et al., 2016), it was found that games can significantly increase children's vocabulary. These studies shows that games can utilize information technology and computers can strengthen children's English vocabulary. While discussion techniques in group counseling can form small groups to exchange opinions while at the same time developing Indonesian between members. Communication between group mates will produce memorable communication where students are allowed to speak Indonesian. Discussion techniques not only solve problems but also to enlighten an issue as well as for personal development. Group members will be conditioned to actively participate in exchanging ideas, expressing opinions so that the topics discussed will become clearer

Based on some of these studies, it can be concluded that the use English educational games can help children increase vocabulary English. In addition, the use of English games can attract interest and increase children's interaction in learning so that the introduction of English vocabulary will be more effective. However, the use of English educational games is of course mandatory pay attention to the material, time, ability level and uniqueness of the child. This can This is done by introducing English vocabulary to children about things closest to children's lives through these English educational games. This can make children interested and not easily forgotten by children. Through games English language education by considering the peculiarities, language development, and the theory of acquiring children's language, of course, can be an effective way to develop English vocabulary in children.

CONCLUSION

In this final section, the researcher can conclude the critical role gained after a series of literature reviews to gain the understanding and skills of developing an understanding of English language for elementary school. The researchers believe that the bleaching of our data held by the previous state has answered these elephant questions and hypotheses with high quality. Based on review many kinds publication showed that Innovative games can be in the form of educational games. Educational games are created using computer technology by taking into account the peculiarities, language development, and theories of acquiring children's language, so that through this, children are not easily bored in recognizing or learning English vocabulary. Therefore, English educational games can be used as a way to develop English vocabulary.

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