

## ABSTRACT

This study investigates the use of the Team Games Tournament (TGT) model to engage EFL young learners in learning writing skills. Conducted at a public junior high school in Bandung, this research focuses on seventh-grade students who learned procedure texts through a series of TGT-based writing activities. This study aims to explore (1) how the TGT model engages students emotionally, behaviorally, and cognitively in writing classes, and (2) how students perceive the use of TGT in learning writing.

To again the data, a qualitative research design was employed, utilizing classroom observations, semi-structured interviews, and photo documentation to obtain in-depth data about the implementation of TGT. The data were analyzed through thematic analysis following the stages of data condensation, data display, and drawing conclusions.

The findings reveal that the TGT model successfully engaged the students' in the writing classroom. Emotionally, students showed excitement, reduced learning anxiety, and increased confidence when participating in games and group competitions. Behaviorally, they became more active in group discussions, contributed more ideas, and showed greater responsibility during writing tasks. Cognitively, students demonstrated better understanding of procedure text structure, improved idea organization, and more effective vocabulary use. Furthermore, the interview results show that students perceive TGT as enjoyable, motivating, easy to follow, less stressful, and helpful in improving their writing. Students also felt supported by their peers through collaborative learning and group tournaments.

Overall, the study concludes that the TGT model is an effective approach to engaging EFL young learners in learning writing, particularly in teaching procedure text. The use of structured group activities, competition, and games provides a meaningful and enjoyable learning experience that supports students' emotional, behavioral, and cognitive engagement.

Keywords: Team Games Tournament; student engagement; EFL young learners; writing skill; procedure text; qualitative research.