Abstract

This study investigates the effectiveness of anagram games in enhancing EFL learners' mastery and retention of English irregular verbs. Grounded in Constructivist Learning Theory and Cognitive Information Processing Theory, the research employed a quasi-experimental design involving 60 Indonesian EFL students divided into experimental and control groups. The experimental group received instruction through anagram game activities, while the control group was taught through traditional grammar-based methods. Data were collected using pre-tests, post-tests, follow-up tests, questionnaires, and classroom observations. Quantitative results indicated significant improvement in the experimental group's mastery of irregular verbs ($t(29) = 14.52$, $p < 0.001$) compared to the control group ($t(29) = 6.37$, $p < 0.001$), with a large effect size (Cohen's $d = 1.32$) observed in the post-test comparison. Follow-up test results revealed better retention among students taught with anagram games. Qualitative findings from questionnaires and observations demonstrated positive student attitudes, increased motivation, and higher engagement during instruction. The study concludes that anagram games are an effective, affordable, and engaging strategy for teaching irregular verbs in EFL contexts. Suggestions are provided for teachers, curriculum developers, institutions, and future researchers.

Keywords: Anagram games; irregular verbs; game-based learning; EFL learners.