

**The Effect of Analogical Reasoning and Extended Wait Time
on Achievement in Biology**

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ABSTRACT This study investigated the effect of using analogical reasoning and extended wait time on science achievement. 95 students were used in a pretest, posttest experimental and control group design experiment. Analysis of variance (ANOVA) was used to analyse the result with Scheffe's test to identify which group(s) showed significant difference. The result showed that achievement improved where analogy and extended wait time and analogy only groups were used. The result showed that teaching with analogy and extended wait time enhances achievement, and teachers should be trained, and retrained to use this strategy in teaching.