

**THE INFLUENCE OF THINK PAIR SHARE STRATEGY TOWARDS
STUDENTS' SPEAKING ABILITY OF ENGLISH DEPARTMENT
OF STKIP PGRI BANDAR LAMPUNG**

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Abstract: The problem of this research was many students got difficulties in speaking. In this research the researcher tried to investigate about think pair share in teaching speaking. The objective of this research were to know and describe the significant of the influence of think pair share strategy towards students' speaking ability and to know and describe the average score of students' speaking ability which is taught through think pair share is higher than which is taught through conventional technique. The research was conducted at second semester students of English Department of STKIP PGRI Bandar Lampung in 2017/2018. In this research the researcher used experimental method. The population of this research was 94 students in 2 classes. The sample of the research were two classes, the first class was ENG IIB consisted of 47 students as the experimental class and the second class was ENG IIA consisted of 47 students as the control class. In the experimental class was the students were taught by think pair share strategy and in control class the students were taught by using the conventional technique. In conducting the research, the writer used Cluster Random Sampling technique to establish the experiment class and the control class, because all students were the sample is homogeneous. In data collecting technique, it was used spoken test, it is included instruction that students should make a composition based on the topic chosen. In data analysis, the writer used t-test formula. It was found that $t_{test} > t_{table} = 2.98 > 1.67$ for significant level 5% and $t_{table} 2.39$ for significant level 1%. It means that H_0 is accepted. So, the researcher concluded that there is the influence of using think pair share strategy towards students' speaking ability of English Department of STKIP PGRI Bandar Lampung in 2017/2018

Keywords: Speaking, Think Pair Share Strategy

INTRODUCTION

One of the skills in learning English is speaking. Speaking is the most important to be mastered because through speaking people can communicate to others and they know what other people want, think and need. In learning and teaching process, teacher and students need to have a good communication.

They communicate directly by speaking. The main goal of teaching speaking is to make the students enable to express their self in the target language. It means that the teacher should make the students feel comfortable in learning and teaching process, but in the fact the students often feel anxiety around speaking because they do not know what will they say and feel

unconfident to speak in front of other students.

In this case, the students may face difficulties to respond their teacher by using English in a communication. They feel unconfident to say something in English or they cannot pronounce English word used in a communication. There are many students just keep silent and they only listen to what the teacher said. Those students' difficulties in learning speaking are influenced by their proficiency of vocabulary used, limited knowledge of English grammar, and do not understand how to pronounce English words correctly. It can be occur because they do not have a lot of practice of their English in their daily life. Besides that, the external factor can give the influence to improve students speaking, the external factor such as the environment around the school. Most of students still use Indonesian to ask or to give respond to the teacher, so they rarely practice English in a communication. To make students interesting in learning English specially in speaking skill, the teacher should use teaching strategy or technique which is suitable with the condition and the needs of the students. As has been explained in the previous section, the objective of teaching spoken language is the development of the ability to interact successfully in that language and that involves comprehension as well as production.

There are many techniques that can be used in teaching speaking process. One of the effective techniques is Think-Pair-Share (sorted into TPS) that was proposed by Lyman (1981). TPS is one of cooperative learning strategy in which students work together to solve a problem

or answer a question. In this technique there is three-step technique where students think about a given question or problem, given a limited time to think, organize their thoughts and formulate their ideas and answers to the given questions. TPS can be used to encourage the student to be active in learning process. Besides that, it can make the students to think more deeply, as well as to give them an opportunity to share their thought and ideas with their friends and teacher.

Based on the experience of the writer at English Department of STKIP PGRI Bandar Lampung the writer found that the students faced some problems when they speak in English. The writer as the lecturer of speaking I so the writer know well about the ability of the students. The first problem relates to the students' vocabulary mastery. Most of them did not know English words when they are going to say something in English. Besides that, low proficiency of vocabulary used also influence the students in understanding the meaning of spoken language. The second problem lies on the students' limited knowledge of English grammar. To be able to construct English sentences, the students need to master the role of English well. The third problem is due to the students' interest in learning speaking. They have assumed that English is a difficult subject to be learnt; therefore they feel afraid to express their ideas in spoken form. The students rarely use English in their activity, they cannot reply when the teacher ask them in English. The forth problem relates to the limited teaching media and teaching technique used in teaching speaking. In this case, both of the students' ability of

English and teaching and learning facility influence them in learning English especially speaking.

Regarding the explanation above, the writer is interested to apply TPS as a technique in teaching speaking to know whether it can influence students' speaking ability. Therefore, the writer conducted the research entitle 'The Influence of Think Pair Share Strategy Toward Students' Speaking Ability of English Department of STKIP PGRI Bandar Lampung In 2017/2018'.

"Speaking is the verbal use of language to communicate with other (Fulcher, 2003:23)." In line with this theory, speaking is a tool to communicate with other orally. In our daily life we produce thousand words to convey our ideas, information or knowledge we have known orally and it cannot be separated from our daily life. As stated by Thornbury (2005:1) "speaking as a part of daily life that we take for granted".

There are some functions of speaking stated by Richard in Wahyuni (2014:18). The first is speaking use for interaction with someone. The second one is speaking as transaction refers to situations where the focus is on what is said. The third is speaking that can usefully be distinguished has been called speaking as performance".

As stated by Brown & Yule in Hasanah et.al (2013: 87-96) "the main goal of teaching speaking is to make the students enable to express himself in the target language". It means that in teaching speaking the students should be more active so they can express themselves.

According to Syakur in Mirza, Asrifal (2016: 9) that there are five components of speaking, as follows:

1. **Comprehension**
Comprehension focused on students' understanding of conversation and it measures how much explanations are required to understand students' responses. In other words, it means that if a person can answer or express idea well, it shows that she or he have a good comprehension.
2. **Vocabulary**
People cannot communicate effectively or express their ideas both orally and in written form if they do not have enough vocabulary since vocabulary means the suitable articulation which is used to communicate.
3. **Grammar**
Grammar is needed for students in order to arrange a correct sentence in conversation. Heaton (1988) explains that it is important for students to use a correct structure and appropriate grammatical in speaking. The function of grammar is also used to learn the correct way in order to gain expertise in a language in oral and written form.
4. **Pronunciation**
Pronunciation is the way of producing certain sounds. In process of communication, students need to be able to pronounce and produce phonemes clearly and correctly in order to avoid misunderstanding. They must be able to articulate words and create the physical sounds that carry the correct meanings.
5. **Fluency**
The last component in speaking is fluency. Riddel (2001) stated that

fluency is the ability to speak freely without too much stopping and hesitating. Similarly, Gower, et al. (1995) believed that fluency can be thought as the ability to keep speaking spontaneously. When students speak fluently, they should be able to get the message from the speaker resources and the abilities they have learnt, regardless of grammatical or other mistakes.

Think Pair Share is one of strategies which used the teacher who wants their students to compare what they get from the teacher about material the lesson. Lyman in Hasanah, Z. et.al (2013:87-89) states that the stages of Think Pair Share Technique are think, pair, and share. The following presents the stages of Think Pairs Share Technique in detail.

1. Think

In Think Pair Share Technique, the teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to think about the question.

2. Pair

Students then pairs with a collaborative group member or neighbor sitting nearby or desk mate. They compare their ideas or written notes and identify the answers they think are best, most convincing, or unique. It is important because students start to construct their knowledge in these discussions and to find out the right answer.

3. Share

After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the whole class. Think Pairs Share Technique gives all students the opportunity to share their ideas.

According to Kessler (1992:21) "Think Pair Share has three step there are, first teacher poses a question (usually a low-consensus question); second students think of a responses and third use interview procedure to share answer". It means that the teacher in teaching learning process as a guide the students to make them thinking deeply.

According to Lyman in Scientific Research Publishing journal, the procedures of Think Pair Share as follow:

- 1) The teacher asks a question or introduces a problem.
- 2) Students are given enough time to think individually in order to answer the question or suggest solutions for the problem. The time that is given to students depends on the complexity of the question or the problem.
- 3) Students are asked to work in pairs in order to discuss their answers with their peers. They are given enough time to listen to each other ideas and to discuss them.
- 4) Students are asked to share their ideas with the whole class. They are given the opportunity to share what they have discussed in pairs and to express themselves through speaking.

Based on the statement above the writer assumes that think pair share can be used to encourage student to be active

in learning process, besides that it can make the student think more deeply, as well as allow opportunity to practice in communicating their thought and ideas with their friends and teacher.

Based on the explanation above the researcher formulated the hypothesis as follow, how is the significant influence of think pair share towards students' speaking ability. And how is the average of students' speaking ability who learn through TPS higher than students who learn through conventional technique.

The objective of this research are to know and describe the significant of the influence of TPS strategy towards students' speaking ability.

METHODS

To conduct the research, the writer used quasi experimental design. According to Mackey and Gass (2005:363) quasi experimental research is a type of experimental research but without random assignment of individuals. In doing the research, the writer took two classes which are chosen randomly to know the effect that occurs from a variable after the treatment. The writer used two classes in this research. The first is experimental class in which the writer was taught by TPS technique in teaching speaking and the second class is a control class in which the writer was taught by conventional technique in teaching speaking. The writer was applied TPS in teaching speaking to know the effect of TPS towards students' speaking ability.

Population is a group of elements or cases, whether individuals object, or events, that conform to specific criteria and to which we intend to generalize the

result of the research (McMilan and Schumacher, 2001:169). The population of the research was the second semester students of English Department of STKIP PGRI Bandar Lampung in 2017/2018. And then the sample is subject involve in a research. Bacon (2015:34) states that sample is the respondents selected from population for study. In this research, the writer took two classes as the sample of the research. The first ENG IIB was used an experimental class in which the writer taught TPS in teaching speaking and the second class ENG IIA was as a control class in which the writer taught conventional technique in teaching speaking. ENG IIB consisted of 47 students and ENG IIA consisted of 47 students.

In this research the writer used cluster random sampling as a technique to take the research sample. Walter (2003:174) said that "In cluster sampling, the unit of sampling is a naturally occurring group of individuals. Cluster sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population". It means that cluster sampling used to specific sample and the sample more than two. In cluster sampling, the writer might draw a random sample of the class which used as the sample of the research.

To know the students' speaking ability, the writer used speaking test. The writer provided the topic and the students asked to choose one of the topics above and they told about the topic and the writer recorded the story from the students. They told about two minutes every students. In scoring the speaking test, the writer follows the scoring criteria by Brown (2001:406-407) as follows:

Grammar

5	Equivalent to that of an educated native speaker.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
3	Control of grammar in good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation in practical, social, and professional topics.
2	Can usually handle elementary construction quite accurately but does not have through confident control of the grammar.
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing foreign attempting to speak his/her language

Vocabulary

5	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4	Can understand and participate in any conversation within the range of his/her experience with a degree of precision of vocabulary.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is board enough that he/she rarely has to grope for a word.
2	Has speaking vocabulary sufficient to express her / him-self simply with some circumlocution.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.

Comprehension

5	Equivalent to that of an education native speaker.
4	Can understand and participant in any conversation within the range of his/her experience.
3	Comprehension is quite complete at a normal rate of speech.
2	Can get the gist of most conversations of non-technical subjects.
1	Within the scope of his/her very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition or paraphrase.

Fluency

5	Has complete fluency in the language such that his/her speech fully accepted by educated native speaker.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any within the range of his/her experiences with the high degree of fluency.
3	Can discuss particular interest of competence with reasonable ease rarely has to grope for word.
2	Can handle with confidence but not with facility most social situations. Including introduction and casual conversation about current events, as well as work, family and autobiographical information.
1	Very disconnect speech, broken by constant pauses, and several times 'dried up' completely.

Pronunciation

5	Equivalent to and fully accepted by educated native speaker.
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the native speakers. Accent may be obviously foreign.
2	Accent is intelligible though often quite faulty.
1	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.

The researcher analyzed the data to know the result of the research. In analyzed the data, the writer used some formula to calculate the data of experimental and control class. The writer found the data normality of the test, homogeneity of the test and hypothesis test. To calculate the hypothesis test used the formula of t-test. The data of normality of the test has normal distribution. The homogeneity of the test has homogeneity.

FINDING AND DISCUSSION

Research Finding

It used to prove the hypotheses proposed by the writer whether they are accepted or not. The formula of t_{test} as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note:

- n_1 : Total number of students of experimental class
- n_2 : Total number of students of control class
- \bar{x}_1 : The average score of experimental class
- \bar{x}_2 : The average score of control class
- S : Standard deviasi
- S_1^2 : The variant of experimental class
- S_2^2 : The variant of control class

S^2 : Standard deviasi

Testing criterion:

Accepted H_0 if $t_1 - \frac{1}{2} \alpha < t < t_1 + \frac{1}{2} \alpha$, t is value which it indicates in degree freedom $n_1 + n_2 - 2$ (Sudjana, 2005: 239).

Based on the previous calculation, the writer got :

$$\begin{aligned} n_1 &= 47 \\ n_2 &= 47 \\ \bar{X}_1 &= 78.19 \\ \bar{X}_2 &= 76 \\ S_1^2 &= 12.74 \\ S_2^2 &= 14.087 \end{aligned}$$

Before the data was included into t_{test} , the writer used the following formula:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ S^2 &= \frac{(47 - 1)12.74 + (47 - 1)14.087}{47 + 47 - 2} \\ S^2 &= \frac{(46)12.74 + (46)14.087}{94 - 2} \\ S^2 &= \frac{586.04 + 648.002}{92} \\ S^2 &= \frac{1234.042}{92} \\ S^2 &= 13.41 \\ S &= \sqrt{13.41} \\ S &= 3.67 \end{aligned}$$

The next step, the data that has been got is included into t_{test} formula:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{test} = \frac{78.19 - 76}{3.67 \sqrt{\frac{1}{47} + \frac{1}{47}}}$$

$$t_{test} = \frac{2.19}{3.67 \sqrt{0.02 + 0.02}}$$

$$t_{test} = \frac{2.19}{3.67 \sqrt{0.04}}$$

$$t_{test} = \frac{2.19}{3.67(0.2)}$$

$$t_{test} = \frac{2.19}{0.734}$$

$$t_{test} = 2.98$$

Based on the calculation above, the writer found that the result of t_{test} was 2.98. then, the writer consulting the result above to the significance level 1% and 5%.

The criteria is accepted if H_a if $t_{test} > t_{tab}$ at significance level 5% and 1%.

For the significance level 5% ($\alpha = 0.05$) obtained:

$$t_{tab} = t_{(1-0.05)(47+47-2)}$$

$$= t_{(1-0.05)(92)}$$

$$= t_{(0.95)(92)}$$

$$= 1.67$$

For the significance level 1% ($\alpha = 0.01$) obtained:

$$t_{tab} = t_{(1-0.01)(47+47-2)}$$

$$= t_{(1-0.01)(92)}$$

$$= t_{(0.99)(92)}$$

$$= 2.39$$

Based on the result above, it was found that t_{test} was higher than t_{table} with significance level 5% and 1% ($2.98 > 1.67 > 2.39$). It means that there is an influence of Think Pair Share towards students' speaking ability of second semester of English Department of STKIP-PGRI Bandar Lampung in 2017/2018.

Discussion

Based on the research from second semester students of English Department of STKIP PGRI Bandar Lampung in 2017/2018, the writer found that the students got difficulties in Speaking. The problem relates to the students' vocabulary mastery, most of them did not know English words when they are going to say something in English. Besides that, the students do not understand how to pronounce English word. The students also do not interest in learning speaking. They have assumed that English is a difficult subject to be learnt; therefore they feel afraid to express their ideas in spoken form. The students rarely use English in their activity, they cannot reply when the teacher ask them in English. In this research the writer focus on the students difficulty to speak English well, beside that the writer used think pair share to improve the students' speaking ability.

Think pair share is one of cooperative learning strategy in which students work together to solve a problem or answer a question. According to Kessler (1992:21) "Think pair share has three step there are, first teacher poses a question (usually a low-consensus question); second students think of a responses and third use interview procedure to share answer". It means that

the teacher in teaching learning process as a guide the students to make them thinking deeply. In this case, the teacher ask question or introduce a problem and the students are given enough time to think individually in order to answer the question or suggest solutions for the problem. The time is given to students depends on the complexity of the question or the problem then the students are asked to work in pairs to discuss their answers with their peers. They are given enough time to listen to each other ideas and to discuss them and then the students are asked to share their ideas with the whole class. They are given the opportunity to share what they have discussed in pairs and to express themselves through speaking. It supported by Lyman in Hasanah (2013:87-89) "The stage of think pair share technique are think, pair and share." The writer helped students to explore their ideas by using speaking English.

According to Lyman in Fauziyati and Istiara, (2013:41-48) by using Think-Pair-Share technique as learning models has some advantages they are TPS technique is quick and does not take much preparation time, TPS technique makes classroom discussion more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class. The students have opportunity to learn higher-level thinking skills from their peers, and gain self-confidence when reporting

Ideas to the whole class. The "pair" step ensures that no student is left out of the discussion. The students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Both of students and teacher have

increased opportunities to think and become involved in group discussion. TPS technique is applicable across all grade levels and class sizes. The technique is used to encourage students to work together on occasional group. So, the students could enjoy in following the lesson.

In this research the writer used quasi experimental design. Quasi experimental research is a type of experimental research but without random assignment of individual. It supported by Mackey and Gass (2005:363). The writer also used picture to assess students' speaking ability In homogenety test, it is got $f_{ratio} = 1.11 \leq f_{table, \alpha=0.05} = 1.65$ and $f_{ratio} = 1.11 \leq f_{table, \alpha=0.01} = 2.04$ for the $\alpha = 0.01$. So, H_0 is accepted, it means that the data have homogeneous variance.

The last the writer did the hypothesis test, the result of the calculation is 2.98 and the hypothesis test with the criterion 1 ($\alpha = 0.05$), it is got $t_{ratio} = 2.98 \geq t_{table} = 1.67$. So, H_0 is accepted and the hypothesis test with criterion 2 ($\alpha = 0.01$), it is got $t_{ratio} = 2.98 \geq t_{table} = 2.39$. It means that H_0 is accepted. It can be said teaching speaking by using think pair share has positive influence. It can be known according to the experimental class test result compared with the control class test result.

By using think pair share has influence towards students speaking ability, based on the equality test of the averages. It was got $t_{ratio} = 2.98$ and $t_{table} = 1.67$ at significant level (0.05) and 2.39 at significant level (0.01). It means that $t_{test} > t_{tabel}$ ($1.67 < 2.98 > 2.39$). Besides the average score was taught by think pair share is higher than the average score by using conventional technique. It

was got $t_{test} = 2.98$ and $t_{table} = 1.67$ at significant level (0.05) and 2.39 at significant level (0.01).

Think pair share provides the opportunity for students to speak spontaneously; the students directly are invited to be active in the learning activities in the classroom. So, by using think pair share in learning activities can help students easier to express their idea because in think pair share process the teacher give the students problem or question so the students must think deeply to solve the problem that teacher given. Besides, in the process the students must be cooperate with their friends to discuss the problem and find the best answer before they share the answer in whole class. From the hypothesis above, it is known that teaching by using think pair share is one of good technique to increase students' interest to learn English, especially in speaking English and this proves there are significant influence of think pair share strategy than conventional strategy.

In this case the writer concluded that using think pair share has influence and also can improve students' ability in learning English especially in speaking ability.

CONCLUSION

After analyzing the data, the writer would like to take the conclusion that there is different in achievement of students' speaking ability between the students who learn by using TPS and the students who learn by using conventional technique at the second semester students of English Department of STKIP PGRI Bandar Lampung in 2017/2018. The writer can concluded that:

1. There is influence of TPS towards students' speaking ability at the the second semester students of English Department of STKIP PGRI Bandar Lampung in 2017/2018. It is shown by result of data analysis in which $t_{ratio} > t_{table}$ ($t_{ratio} = 2.98$ and $t_{table} = 1.67$ in significant level 5% and 2.39 in significant level 1%).
2. The average scores of students' speaking ability who learn through TPS higher than those who learn through conventional technique. By using TPS the students more understanding about the lesson because the students thinking deeply and then they can discuss their idea with their partner to get the best answer and they share in whole class. Experimental class ($\bar{x}_1 = 78.19$) > Control class ($\bar{x}_2 = 76$). It means that teaching speaking by using Think Pair Share strategy is appropriate technique, especially in speaking.

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