

SWOT ANALYSIS OF ENGLISH COURSE IMPLEMENTATION BY THE BORNEO ENGLISH COURSE (BEC)

**Chrizzya Ludwiqa^{*}, Riza Sriwahyuni, Yogi Atma Pratama, Tiara Afdalia, Muhammad Zaini, Ikhlas Abdi
Perkasa, Novely Esterika Paulina, Risfa Nur Aisyah, Agel Altalarik, Misrita**

Master Program of English Language Education, University of Palangka Raya

*Email: chrizz.ludwiq@gmail.com

Abstract

Most parents get overwhelmed in guiding their children's learning progress at home because not all come from educational backgrounds. Some parents are also busy at work and don't have enough time to teach their children intensively, so their children's education during this pandemic is not going as well as it should. This study is aim to investigate and to dig deeper into each of the strengths, weaknesses, opportunities and challenges faced to improve and develop learning strategies with SWOT analysis. This study was a qualitative content analysis approach. Content analysis is a qualitative research technique that emphasize the constancy of communication content, the meaning of communication content, the reading of symbols and the meaning of symbolic interactions that occur in communication (Bungin, 2011). The information collected was then analyzed and described in prose. The steps taken were: data collection, SWOT analysis (determining strengths, weaknesses, opportunities and threats), and finding development or improvement strategies. The result showed by changing the recruitment process through the placement test process, adding program variations, and most importantly, creating teaching materials developed by themselves so that the curriculum in the course can run clearly and systematically and the seriousness of the institution in preparing the learning process can be felt by consumers.

Keywords: *SWOT, Borneo English Course, English Teaching*

INTRODUCTION

Out-of-school education is a lifelong education and teaching program that moves beyond formal education in developing specific fields and someone's skills that are planned and programmed to achieve educational goals (Saleh et al., 2020). The existence of course institutions as a form of organizing education outside school is nothing new. Their presence is increasingly considered and needed since people are becoming more aware of the importance of education, and learning in formal institutions cannot completely fulfil students' needs.

The COVID-19 pandemic, which paralyzed almost all face-to-face activities conducted by schools, has resulted in the increasing need for parents and students to find additional learning to complete and improve their children's skills and knowledge of the English language. Based on that condition, the Borneo English Course is here to offer the educational services they need. The educational services they offer are conducted outside of school, focusing on learning English that is carried out online and offline. Online learning is carried out in Regular classes (consisting of 5 - more participants). In contrast, offline learning is carried out in

private lessons where the program participants determine both the time and place of implementation.

The background for the Borneo English Courses inventing was the pandemic we had in 2020 where education was not running optimally because not all students could access learning easily. Most parents get overwhelmed in guiding their children's learning progress at home because not all come from educational backgrounds. Some parents are also busy at work and don't have enough time to teach their children intensively, so their children's education during this pandemic is not going as well as it should. This course institution was jointly established by postgraduate students at the University of Palangka Raya, class of 2020 English Language Education Study Program.

As one of the institutions providing external and school education as well as a business entity, this institution, of course, has its own strategy in the implementation of its services, both from the aspect of teaching technique, time, materials and learning media used. In this regard, to carry out a program with the nature of development and improvement of existing institutional programs, the essential thing to do is to analyze from various perspectives, both internal and external. One of the analysis techniques used is the SWOT analysis.

SWOT analysis is an analysis that includes efforts to identify strengths, weaknesses, opportunities and threats that determine the performance of an organization or company. External information regarding opportunities and threats can be obtained from many sources, including customers, documents, government, suppliers, banking

circles and partners in other companies. SWOT analysis is a classic strategic planning tool. Using a framework of strengths and weaknesses and external opportunities and threats, this instrument provides a simple way to estimate the best way to execute a strategy. This instrument helps planners highlight what can be achieved and what they must focus on. (Kurniasih et al., 2021, 68).

Osgood (2006) suggested that the SWOT list becomes the basis for further strategic planning. This suggestion is supported by Creswell, LaVigne, Simon, Dawes, Connelly, Nath, and Ruda (2000), that the results of a detailed SWOT analysis also provide valuable material for continued planning and support-generating activities. The strengths can be presented and emphasized to potential supporters. Discussion of weaknesses and threats offers valuable information for strengthening the project or plan and anticipating the effects of environmental threats.

By carrying out a SWOT analysis of the implementation of English courses by the Borneo English Course institutions, it is expected that we will be able to dig deeper into each of the strengths, weaknesses, opportunities and challenges faced to improve and develop learning strategies.

METHODS

This study used a qualitative content analysis approach. Content analysis is a qualitative research technique that emphasizes the constancy of communication content, the meaning of communication content, the reading of symbols and the meaning of symbolic interactions that occur in communication (Bungin, 2011). The information collected

was then analyzed and described in prose. The steps taken were: data collection, SWOT analysis (determining strengths, weaknesses, opportunities and threats), and finding development or improvement strategies.

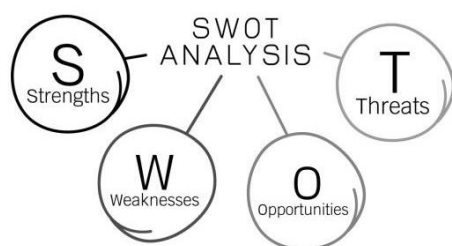
RESULT AND DISCUSSION

A. Implementation of SWOT Analysis of English Language Courses by BEC

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. This approach focuses on the strengths and weaknesses inherent in oneself or the organization, seeing open opportunities, and finally, knowing the threats, distractions, obstacles and challenges facing.

From the four variables (Strengths, Weaknesses, Opportunities and Threats), the strengths and weaknesses variables are variables in the internal scope of the institution/organization. In contrast, the opportunities and threats variables are variables in the external scope. Can be described as follows:

Figure 1.1 SWOT Matrix



The results of the analysis that have been obtained are as follows:

• Strengths

1. Flexible in terms of time and place. The flexibility offered is the right solution for parents of prospective students with limited free time to meet their children's needs for the necessary tutoring related to the subjects studied at school.
2. Affordable course fees. Affordable course fees make parents not mind enrolling their children in this course institution with a quality of learning that is certainly not inferior to other course institutions.
3. They have varied course programs according to the needs of participants. The diverse needs of learners ranging from low to highest difficulty levels are offered in the form of varied classes such as Theory classes and Daily Talk classes, which are mandatory for every Regular and Private member. In addition, there are TOEFL Preparation and IELTS Preparation, English for Young Learners, Translation, English Tutoring Program, and ESP Program.
4. It can reach learners from various regions because it is done online and not constrained by place (space dimension). The distance from where learners live to the selected class is no longer an obstacle because it is virtual, which means that it can be accessed anywhere as long as it is connected to a stable internet network. This also does not make parents of learners tired if they

have to drop off and pick up their children to attend the selected class.

- **Weaknesses**

1. There is no self-developed module. Textbooks and workbooks used in teaching and learning activities are modules compiled/written by authors outside of this tutoring institution. This may not be by the evaluation results of teaching and learning activities with existing student criteria.
2. It depends on learning modules from other sources so that the material is not specific or unique to the objectives of the tutoring institution. The achievement of learning objectives may not be by the predetermined targets due to differences in student characteristics, syllabus and learning methods owned by this tutoring institution.
3. Classes are divided according to age level, not based on the placement test, the students' equal English proficiency benchmark. This can make learning ineffective and not on target because, in this digitalization era, with adequate internet access and gadgets, early childhood can already have English skills equivalent to elementary school children, or vice versa. Therefore, age is no longer an appropriate reference for grouping students into a suitable class.
4. Learning is mainly done online, so the learning process tends to be passive and monotonous. With the characteristics of learners that are different from one another, education providers, in this case, tutoring institutions, must have learning

activities that can build or attract the attention of learners so that two-way communication between presenters and learners is created that learning objectives are maximally achieved and produce the best results.

- **Opportunities**

1. Certain scale restrictions during the pandemic. Implementing restrictions on community mobilization during the pandemic requires many activities, especially teaching and learning, to be held online for private and public education providers. This is very much in line with the online learning program owned by this tutoring institution.
2. Improvement of public awareness on the importance of learning English. With today's globalization and digitalization, English has become a foreign language that every person minimally owns to keep up with the development of the world of information and technology that affects almost all lines of life. Parents well realize this, so they direct their children to prepare to face global challenges to become a generation that can compete and interact globally and internationally.
3. Parents' and learners' awareness of alternatives to learning English outside school. As mentioned, parents now realize the importance of English language skills. This has opened their eyes to the availability of tutoring institutions that can meet their children's learning needs.

• **Threats**

1. Competitors from similar tutoring centres. Various other tutoring institutions offer to learn classes that vary from rates to learning methods used. Therefore, it is essential to pay attention to trends in the existing world of education.
2. The boredom of the learners. The characteristics of learners can be observed, but boredom sometimes cannot be predicted when it comes because internal and external factors from the learners influence it. However, this can certainly be anticipated with variations in applied learning.
3. Dissatisfaction from learners and parents. The level of satisfaction is unpredictable, but the suitability of teaching methods and the achievement of pre-calculated learning targets can be a reference for measuring or predicting the delight of students and parents.

B. SWOT ANALYSIS OF COURSE IMPLEMENTATION BY BORNEO ENGLISH COURSE INSTITUTION

The SWOT analysis description will be scored to determine what priorities and strategies are suitable for use as a solution for the development of the course institution itself.

The first step is that the existing variables are entered into the calculation table, then the weight and rating are determined. The weight is determined

based on how important the role of the aspect is in the variable. Meanwhile, the rating is determined by how much influence this aspect has on the variable.

In this case the weight is given a scale of 1-10 and the rating is given a scale of 1-5. The more important an aspect, the greater the weight value, the greater the influence of an aspect, the greater the rating value. The score is the product of the multiplication of the weight and rating. The results of this score will be accumulated later to determine what priorities and strategies are appropriate to use. The problem solving strategy is determined based on the SWOT analysis quadrant matrix.

Table 1.1 Internal Variable Strengths Descriptions of Borneo English Course Institution

No	Internal Variable Strengths Descriptions	W	R	S
1.	Flexible in terms of time and place.	7	4	28
2.	Affordable course fees.	9	5	45
3.	Varied course programs according to the needs of participants.	8	5	40
4.	It can reach learners from various regions because it can be done online and not constrained by place (space dimension).	7	4	28
Total			141	

Table 1.2 Internal Variable Weaknesses Descriptions of Borneo English Course Institution

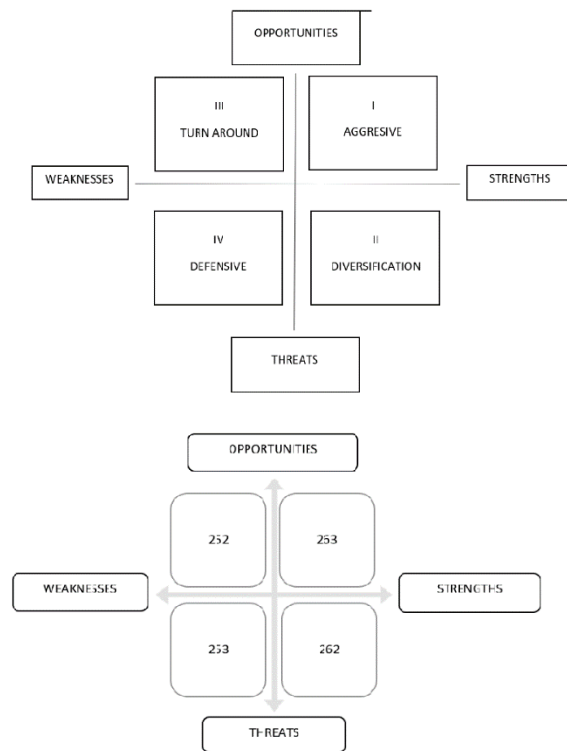
No	Internal Variable Weaknesses Descriptions	W	R	S
1.	There is no self-developed module.	9	3	27
2.	It depends on learning modules from other sources so that the material is not specific or unique to the objectives of the tutoring institution.	9	4	36
3.	Classes are divided according to age level, not based on the placement test, the students' equal English proficiency benchmark.	8	5	40
4.	Learning is mainly done online, so the learning process tends to be passive and monotonous.	7	4	28
Total		131		

Table 1.3 Internal Variable Opportunities Descriptions of Borneo English Course Institution

No	Internal Variable Opportunities Descriptions	W	R	S
1.	Certain scale restrictions during the pandemic.	8	4	32
2.	Improvement of public awareness on the importance of learning English.	9	5	45
3.	Parents' and learners' awareness of alternatives to learning English outside school.	9	5	45
Total		122		

Table 1.4 Internal Variable Threats Descriptions of Borneo English Course Institution

No	Internal Variable Opportunities Descriptions	W	R	S
1.	Competitors from similar tutoring centres.	9	5	45
2.	The boredom of the learners	9	4	36
3.	Dissatisfaction from learners and parents.	8	5	40
Total		121		



Aji (2018) states that Quadrant I indicates a strong condition and a steady opportunity so that it is very possible to

continue to expand, increase growth and achieve maximum progress.

Quadrant II (positive, negative): This position indicates a strong organization but facing great challenges. The recommended strategy given is Strategy Diversification, meaning that the organization is in a steady state but will have difficulty continuing to rotate if it only relies on the previous strategy.

Quadrant III (negative, positive): This position signifies a weak organization but with great opportunities. The strategy recommendation given is Change Strategy, meaning that the organization is advised to change the previous strategy.

Quadrant IV (negative, negative): This position signifies a weak organization facing big challenges. The recommended strategy given is the Survival Strategy, meaning that the internal condition of the organization is in a dilemma choice. Therefore the organization is advised to survive, control internal performance so as not to fall further. This strategy is maintained while continuing to improve itself.

Based on the results of the scores obtained, it can be seen that Quadrant I occupies the highest score, but only with a slight difference from Quadrant II. So, it can be concluded that the condition of the BEC course institution is strong enough and has the opportunity and has the possibility of advancing, but this must also be accompanied by a change in strategy. The descriptions of the strategies that can be implemented are discussed as follow:

- **Strategies (SO)**

The strategy that must be carried out in using strengths to take advantage of opportunities is to continue to

prioritize good management, prioritizing flexibility and affordable prices so that the BEC course institution remains on the list of options for students who want to choose to learn English outside of school. Even after the pandemic ends, online classes are still held so that it is still possible for those who want to know but are hindered by distance and transportation.

- **Strategies (WO)**

The strategy in this section is to focus on minimizing weaknesses to take advantage of opportunities.

The current opportunities are very supportive. In this situation, the course institution needs to make improvements, namely first in terms of placement tests, so that course participants can participate in learning that suits their needs. Then at this time, face-to-face meetings have also been permitted, so face-to-face meetings should be increased.

- **Strategies (ST)**

In this situation, the course institution is required to use strengths to overcome threats that can be done, namely maximizing all existing strengths. The key is consistency.

- **Strategies (WT)**

This situation requires minimizing weaknesses to avoid threats.

1. Institutions need to make maximum improvements or innovations by creating offline and online classes. Special classes for those who want to go online can take online. For those

who want face-to-face, face-to-face is also provided.

2. The course institution must also prepare its teaching modules that are suitable and unique to the course objectives. So that it does not depend on random teaching materials and learning is more sequential and systematic. Self-made teaching modules also show the distinctiveness and seriousness of the course institution in carrying out learning to its participants.

C. SWOT Analysis of the BEC Learning Syllabus

- **Strengths**

1. Learning activity is easy to understand for the intermediate class
2. The learning focus chosen is suitable for the intermediate class
3. Students are allowed to practice in front of the course so that students do not only get the theory.

- **Weaknesses**

1. No mention of time allocation
2. The form of assessment to measure student progress is not explained
3. Not all students can practice in front of the class if they don't bring a note.

- **Opportunities**

1. The syllabus can be developed by adding some elements that are still missing.
2. By adding elements such as setting learning achievements

and time allocation, the syllabus can be used optimally as a guide in teaching.

- **Threats**

1. Different teachers may use various forms of assessment, which may cause the final student progress report ambiguous.
2. Students switch to other tutors due to a lack of confidence without notes when practicing in front of class.

Table 2.1 Internal Variable Strengths Descriptions of Syllabus Used by Borneo English Course Institution

No	Internal Variable Strengths Descriptions	W	R	S
1.	Learning activity is easy to understand for the intermediate class.	8	5	40
2.	The learning focus chosen is suitable for the intermediate class.	8	5	40
3.	Students are allowed to practice in front of the course so that students do not only get the theory.	9	4	36
Total		116		

Table 2.2 Internal Variable Weaknesses Descriptions of Syllabus Used by Borneo English Course Institution

No	Internal Variable Weaknesses Descriptions	W	R	S
1.	No mention of time allocation.	5	2	10
2.	The form of assessment to measure student progress is not explained.	9	4	36
3.	Not all students can practice in front of the class if they don't bring a note.	7	4	28
Total		74		

Table 2.3 Internal Variable Opportunities Descriptions of Syllabus Used by Borneo English Course Institution

No	Internal Variable Opportunities Descriptions	W	R	S
1.	The syllabus can be developed by adding some elements.	8	4	32
2.	The syllabus can be used optimally as a guide in teaching.	8	5	40
Total		72		

Table 2.4 Internal Variable Threats Descriptions of Syllabus Used by Borneo English Course Institution

No	Internal Variable Threats Descriptions	W	R	S
1.	Different teachers may use various forms of assessment, which may cause the final student progress report ambiguous.	9	5	45

2.	Students switch to other tutors due to a lack of confidence without notes when practicing in front of class.	9	4	36
Total		81		

Based on the table above, the score obtained are as follow: Quadrant I (SO) 188; Quadrant II (ST) 197; Quadrant III (WO) 146; and Quadrant IV (WT) 155.

The result showed that the highest score is in Quadrant II (ST). It means the strategy that should be applied is Diversification. The diversification can be done by adding more details and develop the syllabus into a course module that is suitable for all the participants and fit the institution objectives.

The second strategy is the assessment results from each teacher are compared, assessing students' abilities accurately.

The last, when practicing forward, students will be guided by the teacher until students are confident and able to practice forward without guidance. This will make students' abilities increase.

D. Improvement / Development Plan

Based on the analysis described, plans can be made for improving, repairing, or developing course programs that Borneo English Course institutions have organized. The plans include the following;

1. Planning of self-developed modules with the team using the interesting T-PACK concept. It has been explained previously that BEC does not have self-developed teaching

materials. So far, the course has only been running using external teaching resources and the syllabus as a guide. Teaching materials can be made by analyzing and developing the syllabus.

2. Holding periodic tests to avoid the shortcomings of the placement test process or accepting new batches of course participants, the institution can change the recruitment process by having a placement test first so that participants enter the group according to their learning ability.
3. Expanding the area of recruitment of participants. With the strengths possessed and utilizing opportunities, course institutions can innovate by promoting more intensively and reaching more targets.
4. Increase program variations. Still related to the third plan, program variations can also be used as promotional material. One alternative program is the holding of online classes and offline classes. So students can choose according to their needs.

CONCLUSION

As one of the informal education institutions, Borneo English Course has been running quite well, as evidenced by the institution's strengths obtained from the analysis. However, as a business entity engaged in educational services, several things must be improved to avoid threats and minimize existing weaknesses. Some can be done, namely by changing the recruitment process through the placement test process, adding program variations, and most importantly, creating teaching

materials developed by themselves so that the curriculum in the course can run clearly and systematically and the seriousness of the institution in preparing the learning process can be felt by consumers.

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