WEBLEARN: A STRATEGY ON IMPROVING THE SPORTS WRITING SKILLS OF THE BACHELOR OF PHYSICAL OF ISPSC-TAGUDIN CAMPUS

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ABSTRACT

This study aimed to determine the effectiveness of the webinar learning strategy in improving the sports writing of Bachelor of Physical Education students of ISPSC TAGUDIN. Specifically, it aimed to identify: the level of effectiveness of weblearn as a strategy on improving the sports writing skills of Bachelor of Physical Education BPED students 1st year in terms of the following: ideas, organization and sentence fluency; the significant difference before and after the exposure in the weblearn strategy in terms of the following; ideas, organization and sentence fluency; what compilation of sports writing journals can be developed as an output in the weblearn strategy. The results revealed that the skills of the students in sports writing are constantly improving using the weblearn strategy with three levels of intervention. The results showed that the interventions in every level were under the descriptive norm of "Good" in improving the sports writing of the BPED 1st year students. Further, the researchers created an e-journal entitled "View,Think,Act" where compilation of the respondent's sports journal output is observed.

These are the recommendations; The teacher may design a webinar series that aims to improve the writing skills of the learners in this pandemic. The researchers may try to invite experts in the fields of journalism specially in writing sports journals. The resource speaker is encouraged to attend trainings and seminars to widen their knowledge different strategies in improving writing skills of the learners. More research may be conducted along writing sports journals and conduct with the same Research design to other group respondents.

Keywords: weblearn, ideas, organization, sentence fluency, sports writing

I. INTRODUCTION

The shift from face-to-face learning to online learning in the delivery of lessons is regarded as an immediate educational outbreak. COVID 19 has been steadily depleting certain industries, institutions, and organizations. Education is still an endless institution that strives to achieve its goals. Many instructors, on the other hand, have discovered that creating good online lessons in a short amount of time is possible,very stressful and difficult.

The Covid 19 phenomenon, which started in late 2019 and has continued until now, has impacted a vast number of people all across the world *(Pustika, 2020).* As it affects our community's schools and banking system, the authorities no longer impose a non-stop lockdown. As a result, the internet has become the primary medium for learning *(Oktaria & Rahmayadevi, 2021).* COVID 19 has a significant impact on our community's children, who are more likely to drop out due to a teacher's strong demand for an online program. Some students are unable to participate in online classes because they lack the necessary materials. Some people might not have access to the internet because they are not in a favorable location. People

impose webinars for use in online classes as a tool to educate and fulfill students' needs in a way that allows for creative interaction between students and teachers.

The webinars have gained a lot of traction in the business sector, and now they are also making their way into the educational sphere. Students can benefit from webinars to learn or train using video conferencing technology *(Srinivas Rao, 2019)*. Webinars offer a variety of features to help college students to learn even when they are not in the same room as *Verma & Singh (2010)* stated that webinar has features to discuss and share information, a webinar also has some characteristics such as a sharing application, a chat window, session recording, and questionnaires, all of these are highly useful in the learning process. Besides, *Gupta & Sengupta (2021)* explain that Webinars are essentially online seminars. Here some key advantages of using webinars include affordability, ease of access, synchronous communication, online interaction, real-time dissemination of information, immediate feedback, and the ability to reach a remote quest presenter or participant without travel required *(Rich et al. 2011)*. In the same regard, *Wang and Hsu* (2008) found that webinars can strengthen the social presence for all participants while reducing their anxiety levels by allowing them to attend sessions in their personalized environment. Webinars also provide just-in-time learning opportunities (*Pan and Sullivan* 2005).

Anderson et al. (2006) suggested practical webinar-session guidelines for instructors, but educators and trainers need literature that emphasizes research and examines the selection of appropriate webinar-related pedagogies. *Mayorga et al. (2018),* it is stated that webinars are indispensable for learning activities at this time because webinars have the following characteristics: (1) orientation for collaborative and teamwork can be carried out, (2) providing the convenience of using technology, especially the Internet, (3) can be used with multitasking preferences such as watching TV, browsing the internet, and sending telephone text messages simultaneously, (4) can use an andragogy approach that focuses students on the importance of relevant material content to their activeness during the learning process, (5) able to motivate students to learn while working. The researchers made a social validation theory (mcniff2018) to validate the problems in writing that the researcher have observed along their education journey to BPED 1st year students of ISPSC to the teacher in charge and to the target students . There are some struggles that seems to be addressed at this time of pandemic the researcher observe that students' problems in e-learning are: (1) students' low expectations in taking courses in which students think that e-learning is just games; (2) students' readiness, such as lack of funds to buy internet quota and unreachable signals prevent them from being able to attend lectures in full, Signal stability is critical for generating high-quality webinars, therefore when students have a poor signal, it can be a barrier to their online learning. This statement is supported by *Hamid et al. (2020)* who claimed that poor internet connections inhibit students from learning, particularly in rural areas and (3) students participation in e-learning are low which is caused by low student expectations and low student readiness.

One of the general problems faced by students is when they explore their ideas in written form like writing genres. The common problems appear in writing genres at least three areas; they are problems in content, vocabulary, and grammar. The first is content. There are many students who still have difficulties in producing longer paragraph. When they wrote a text, they also could not produce an effective paragraph. It is because they have limited knowledge to develop a topic and have difficulties to express their idea in writing form. So, it makes the content of their writing is not clear and sometimes are weak. The second is vocabulary.

The situations show that student learning achievements are still low. One of the strategies that can stimulate student activeness and learning outcomes during the New Normal period is to use Webinar Learning Strategies. Teachers are not able to deliver quality and understandable instructions to students due to some problems. Since then, teachers and students have to adapt changes and remote the teaching and learning process into virtual or digital setting. It is evident that there are online tools, websites, applications and etc. that can be utilized in delivering education and to continuously instill knowledge to the students. At this time, we need to have a mode that can be used aside from the online tools and applications in social

media. A webinar then is an essential strategy to be able to boost student's engagement and active participation to the class.

The researchers deepens the CMO no. 80 series of 2017 under Annex G, an indication states that; Bachelor of Physical Education graduates must- Develop Proficiency in verbal and written communication skill via reports, presentations, and work outputs in various physical, sports activities and as research produce.   The CMO no. 81 series of 2017 Article IV section 5, 5.3 number 4 states that: communicate effectively in oral, written and technological formats advocacies that relates to the promotion of fitness and wellness, the advancement of profession and the discipline of exercises and sports science, sports management and physical education, respectfully by pursuing and supporting policy initiative as well as social reforms. Article IV section 6, 6.1 letter b states that: effectively communicate orally and in writing using both English and filipino and Article IV section 6, 6.3, PO4 Communication states that: communicate effectively through oral, written and technological format with stakeholders, professionals and various practitioners. According to Behram, Edward H(2004) writing in physical education can enhance student's performance in at least four ways: 1.writing to learn, which stimulates the gathering and organization of ideas. 2. Writing to motivate, this stimulates a sense of adventure, curiosity and creativity. 3. Writing to assess, which allows both teacher and students to evaluate progress. 4. Writing to do which integrates writing directly into the physical activity. This article presents practical ideas for incorporating more writing into physical education.

The researchers aim to determine the effectiveness of webinar learning strategy in improving the sports writing of Bachelor of Physical Education (BPED) students to lessen the difficulties in the actual setting in sports events using the new mode of learning. Through the use of webinar learning as strategy in addressing the different problems in writing skills, it will sustain the learner's knowledge regarding the solutions and remedies needs to be consider in order to develop their writing skills specially in writing sports journals/articles as stipulated in the CMO no. 80 series of 2017 under Annex G and CMO no. 81 series of 2017 Article IV section 5, 5.3 no. 4. This webinar learning strategy will determine if the writing skills of the learners achieve better improvements and satisfied outputs.

Statement of the Problem

This study aimed to determine the effectiveness of the webinar learning strategy in improving the sports writing of Bachelor of Physical Education students of ISPSC TAGUDIN
Specifically, it will sought to answer the following questions:
1. What is the level of effectiveness after using weblearn as a strategy on improving the sports writing skills of Bachelor of Physical Education (BPED students 1st year in terms of the following:
       a. Ideas b. Organization c. Sentence fluency
2. Is there a significant difference before and after the exposure in the weblearn strategy in terms of the following;
       a. Ideas b. Organization c. Sentence fluency
3. What compilation of sports writing journals can be developed as an output in the weblearn strategy?

II.   REVIEW OF RELATED LIERATURE

Webinar learning strategy

A webinar or web-seminar is a presentation, seminar, lecture, or workshop transmitted over the internet. This emerging technolo gy is becoming increasingly popular due to its convenience and affordability. However, little research has been conducted on best practices for an interactive webinar that engages learners in a professional development or scholarly setting. Practices that best create interactive webinars were identified through an extensive literature review and interviews with webinar professionals. Best practices pertain to before, during, and after the webinar such that participants are enticed to learn, remain engaged, and benefit intellectually from this pedagogical innovation. *(Virginie et al 2015)*

According to Uytico (2021). It stated here that it examines the meanings around webinars as capacity-building for professionals from the point of view of the teachers. :(1) Webinars as vital space for formal professional deliberations;(2) Webinars as matters of personal, environmental, technical, and financial tolls;(3) Webinars as prevue of what lies ahead in the new normal of education; and (4) Webinars as the lifeblood in facing the new normal of education. It was found out that that despite the different issues that teachers encountered in the navigation of webinar complexities, their learning and discovery, cultivated connections, and developed hope for the newer education system and continued professional growth in the future, are what makes webinars their lifeblood in facing the new normal of education.

Webinars appear a particularly innovative and suitable option to implement such a learning model and a growing interest in the use of this tool is evident among humanitarian practitioners and trainers, mainly due to its affordability, versatility and adaptability to the operational context in which humanitarian work is carried out. Indeed, webinars increase the 'reach' to learners everywhere while significantly shortening the time it takes to do this. In addition, research demonstrates that beyond affordability *(Rich et al., 2011)*, webinars bring numerous advantages to blended formats including: strengthened peer exchange and community-building *(Creelman et al., 2017; Zoumenou et al., 2015)* as a result of the fact that webinars allow participants to 'observe each other's reactions and provide a sense of social presence that helps participants feel connected, engaged, and motivated by the learning experience' *(Zoumenou et al., 2015, p. 64);* the facilitation of real-time multimedia demonstrations and multilevel interaction enabled by video and audio tools, whiteboard-sharing and discussion *(Wang & Hsu, 2008);* and a capacity to stimulate interpersonal or negotiated meaning *(Amhag, 2013, n.p.).de Rosa, C., & Johnson, J. (2019).* Webinar-based approaches to maximize learning and transfer good practices: case studies from the humanitarian sector. *International Journal of Training and Development, 23(4), 339-348).*

Overall, It is found that the webinar software to be a convenient and flexible tool. The tool is particularly useful for teaching students that are present at various locations. The webinar experience was rewarding and useful but the experience also caused anxiety at times due to the possibility of technical issues. The use of such tools may not suit every teacher. Webinars could have applications in not only e-learning courses but as part of a blended learning course where full participation is difficult. Webinars though are not a direct replacement for the traditional classroom environment. The technology may have limitations for certain situations and subjects. They may prove to be a good addition to an e-learning course or a blended environment. Webinars as synchronous communication tool enables instant feedback and introduces a social aspect to on-line courses. This may help social cohesion within a group of learners. Teaching through webinar relies totally on the technology for it to be successful. This may slow its adoption as an alternative to the traditional classroom environment. *Alan White (2019)*

Effective Webinar-Session Strategies

In addition in the study of Wang & Shue (2008) Most participants used the polling and direct-message tools to realize or to monitor individual learning progress, and these tools enabled participants to express their opinion and to reveal their presence. Participants indicated their instructor's frequent efforts to check their learning progress and to provide them with constant feedback made them feel as though the instructor was attending to them. The break room was an effective tool for real-time group work and enabled the instructor to monitor the process of each group's consensus building. The instructor claimed that the combination of light hands-on activities and either break-room discussion or Internet research increased the participants' motivation to learn and helped learners to relate the activities to the lessons.

Writing skills

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as metacognitive skills. Learners need to set an objective for their writing,

plan it carefully, think over its layout and logical structure, revise it .In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. Therefore, knowing how to write in L2 is a valuable asset in foreign language communication.

Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate *(Klimova, B. F. (2014).*

Writing is one of the central pillars of language learning and should be of major interest and concern to teachers, students and researchers. Writing skills help the learner to become independent, comprehensible, fluent and creative in writing, important abilities which help learners put their thoughts in a meaningful form and to mentally tackle the message in a proper manner. Good writing is essential to success. At school, it is used to assess what students know, support students' comprehension of text, and facilitate learning of content material *(Graham & Hebert, 2011).*

Because of the importance of writing, students who experience difficulty mastering it are placed at a disadvantage. Students with disabilities, including students with learning disabilities (LD), are at particular risk. There is a general consensus that students with LD evidence greater challenges with writing than their typically achieving counterparts *(Graham, Harris, & McKeown, 2013),* and data from the most recent National Assessment of Educational Progress (*U.S. Department of Education, 2011)* confirm this belief.

Raymond in Herlinawati (2011) points out that "writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library". Communicating by using English language the students are automatically develop their skill in speaking and also in writing.

Sentence fluency

Text organization-refers to how a text is organized to help readers follow and understand the information presented. There are a number of standard forms that help text organization when writing.

A cognitive model of writing development, the not-so simple view of writing, describes the importance of developing fluent foundational skills, such as handwriting, spelling, and sentence construction *(Berninger & Chanquoy, 2012).* The model includes three composite areas: text generation, transcription, and executive functions. Each composite area is comprised of individual skills (e.g., transcription includes handwriting and spelling; text generation includes sentence construction) that compete for cognitive resources during writing.

Proficiency or fluency in one composite area or skill strengthens written expression and allows for easier acquisition of more complex skills. For example, teaching transcription skills has been found to improve measures of writing quality (*Graham, McKeown, Kiuhara, & Harris, 2012*) and teaching simple sentences has promoted acquisition of paragraph composition *(Datchuk, 2016).* In order to ensure development of complex written expression, it is imperative to deliver interventions during elementary grades for students with and at-risk for learning disabilities (LD). One of the text generation skills, sentence construction, refers to the writing of a variety of sentence types that follow conventions of grammar, usage, and meaning *(Saddler, 2013).* Fluency with simple sentence construction (i.e., a sentence comprised of least one subject and verb) is foundational for continued writing growth and serves as a connection point to more advanced writing skills such as construction of compound or complex sentence types and paragraphs *(Arfe & Pizzocaro, 2016; Berninger, Nagy, & Beers, 2011).*

Additionally, fluency with sentence construction is thought to help students more effectively and efficiently communicate with other members of their communities inside and outside of school (Graham, in press). An inductive and experimental approach to intervention could serve as a useful framework for intervention with simple sentence construction because of the multiple and overlapping composite areas

and skills within writing development. Experimental, data-based individualization is a problem-solving approach to intervention (*Fuchs, McMasters, Fuchs, & Al Otaiba, 2013; Kuchle, Edmonds, Danielson, Peterson, & Riley-Tillman, 2015*).

According to Nation & Snowling (2000) is that poor decoding skills appear to have been confounded with poor reading comprehension, making it difficult to sort out possible causal relationships between these two aspects of reading. (*Published online: 28 Jan 2010*)

Ideas

One of the key challenges students will face when writing is to engage critically with the academic community. This involves not only accepting ideas that are written but also learning to constantly challenge and question the ideas of others. The section focuses on building up logical argument, using evidence, spotting weak points in an argument and presenting it objectively.

According to Al-Shaer (2014), writing requires a lot of preparation, brainstorming, planning, drafting, editing, and modifying. The preparation before writing includes laying out goals, generating ideas, and organizing information. This preparation contributes in getting a clear and coherent writing. However, the biggest problems come from the difficulty of organizing the ideas to write.

Bukhari (2016) stated that the major problems faced by the learners are not to organize lexis, mechanics, or the production of the grammatical structure but to organize ideas related to the topic of concern. Al-Shaer (2014) suggested that students need more planning and thus more learning strategies and techniques to overcome difficulties and to organize their ideas in a coherent and unified piece of writing.

concept maps requires repetition and practice to be able to connect one concept to another concept.

Students' ability to generate and organize ideas will affect the richness and quality of their final writing. Most students usually do not plan their essay but jump-in and just start writing. They write without a plan and just go with the flow. *4 rd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 4, 2021)*

According to Oshima & Hogue (2021) several things need to be done during the pre-writing stage, namely generating the ideas, which could be done by choosing and narrowing down the topic and then brainstorming.

Organization

According to Ronald T Kellogg, Bascom A Raulerson(2007) on "Improving the writing skills of the students" Knowledge of correct spelling, punctuation, grammar, diction, thesis statements, topic sentences and cohesive links within a paragraph, and global organization of texts are necessary but not sufficient for effective writing. Effective use of knowledge will require that college students deliberately practice the craft of writing extended texts, in English composition courses and across the curriculum in all subjects. Without training to use what they know, their knowledge too often remains inert during composition. For written composition, such practice could in theory reduce the intense working memory demands of planning, generating, and reviewing, thus freeing limited capacity for controlling and monitoring these operations.

Writing is an activity of expressing, developing, and organizing ideas into written form. The more ideas the writers have, the better writing product will be. However, to express, develop, and organize ideas into written form is not easy. There are two aspects in writing that must be considered by the writers. First, writing process, such as pre-writing, drafting, revising, editing, and publishing *(Fachrurrazy, 2011)*. Second, micro and macro skills of writing, such as the ability to use word diction , grammar, and writing mechanics including the use of capital letter, spelling, and punctuation *(Brown, 2015)*.

In accordance with the above statement, both aspects of writing are still difficult to be applied by the students of English Education Department, Faculty of Teacher Training and Education, University of Lancang Kuning especially for the students who are already studying academic writing course. In Academic Writing course, the students are targeted to be able to write essay in the form of argumentative essay. Argumentative essay is a scientific paper that contains arguments, explanations, proofs, or reasons.

Generally, in an argumentative essay, there is an objective review or information followed by examples, analogies, and cause and effect relationship *(Housden, 2013). Further, Bowell and Kemp in Ibrahim, Eljack, and Elhassan (2015)* explain that the argument displayed with good and right reasons is an attempt to influence, invite someone or lead opinions to certain things. Based on the teaching experience, the researchers found various problems in writing argumentative essays faced by the students.

The students felt difficult when developing and organizing ideas, using correct grammar and word choices, and applying correct writing mechanics, such as the use of capital letter, spelling, and punctuation. Based on the above problems, the researchers want to apply a learning strategy to solve or overcome the problems faced by students in writing argumentative essay. The strategy is Collaborative Writing. This strategy requires students to write together in pair consisting of helper and writer. The writing activity starts from planning, writing the draft, revising, and editing an article *(Abbas, Fachrurrazy, & Wahjudi, 2013).* This strategy is expected to help students in solving the problems they face in writing argumentative essay.

RESEARCH METHODOLOGY
Research Design

Action Research living theory by Whitehead (2018) was used. It states that practice was a form of real-life theorizing. As we practice, we observe what we do and reflect on it. We make sense of what we are doing through researching it. We gather data and generate evidence to support our claims that we know what we are doing and why we are doing it (our theories of practice), and we test these knowledge claims for their validity through the critical feedback of others. The researchers made use of quasi-experimental Interrupted time series design where a series of periodic measurements was taken from one group of test units, followed by treatment, then another series of measurements in determining the effectiveness of weblearn as a strategy in improving the sports writing skills of the BPED 1st year learners of ISPSC-Tagudin Campus and by using a rubrics to evaluate the output of the students by a teacher who has a background of journalism. . Interrupted time series design has also important characteristics that need to be considered, these include (1) autocorrelation, whereby data collected closely together are correlated with each other, (2) nonstationary or secular trend, which is where the data are increasing or decreasing over time irrespective of any intervention, (3) seasonality or cyclic patterns, (4) outliers, (5) other interventions (interruptions) occurring in the data series, and (6) sample size.

Action Living Theory of Jack Whitehead(2018) and Jean McNiff (2006) social validation theory was used. Social validation usually takes the form of meetings with critical friends and validation groups. The responsibility of a critical friend is to be both a friend and a critic. *Social proof is an important part of executing your landing page strategy, social proof has proven to be absolutely worth the time and effort it may take and social proof is immensely important for landing pages.* Using social proof in the form of testimonials, reviews and trust icons you're helping customers make a decision, feel confident about their choice, and a part of something bigger.

We ask then our respondents to determine and identify what are the writing problems they have encountered and encountering before new normal education and today's new normal education. Our research adviser suggested to do this social validation to provide evidence and to streghten the problem of our study. The result then identified and determined that there were lot of issues/problems that needs to be address specially on the writing skills of our respondents.

Sources of Data

The respondents of this action research were the BPED-1st year students of ISPSC-Tagudin Campus for the school year 2021-2022, the total number of enrolled students are 18, (11 girls) and (7 boys) . The whole class of BPED 1st years was exposed to Interrupted time series design.

Research Instrument

To get the appropriate data needed, we made used of a ***Analytic Rubric*** to carry out this study. The rubrics serve as the guiding intructions to check weather the outputs of the respondents are improving or not. The analytic rubrics composes three(3) dimensions(the Ideas, Organization and Sentence Fluency) and a level of performance which has also equivalent scores which 5 is the highest and 1 is the lowest (excellent-5, very good-4, average-3, needs improvement-2 and unacceptable-1) wherein the rubrics was adopted by Velasco (2021) . The outputs of the respondents will be scored according on how they will obtain the 3 dimensions on the rubrics. We provided also a ***norm*** to determine the level of effectiveness after using webinar as a strategy on improving the sports writing skills of Bped 1st year students.

These are the norms:

(4.21-5.00 ***Excellent (E).*** The ***Idea*** of the paper is clear and focused on the given sports topic. The ***organization*** enhances and showcases the central idea regarding oron the sport topic given or the theme. The order, structure of information is compelling and moves the reader through the text. The ***grammar of the writing has an flow***, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.

3.41-4.20 ***Very Good (VG)*** This ***idea*** is mostly focused, and has some good details and quotes on the given sports topic. Papers (and paragraphs) are ***mostly organized***, in order, and makes sense to the reader. The ***writing mostly flows***, and usually invites oral reading.

2.61-3.40, ***Average (A)*** The ***writer is beginning to define the topic***, even though imrovemnent is still basic or general. The ***organizational structure is strong enough to move the reader*** through the text without too much confusion. The ***text hums along with a steady beat***, but tends to be more businesslike than musical, more mechanical than fluid.

1.81-2.60, ***Needs Improvement (NI) Topic is not well-defined*** and/or there are too many topics. Sentences within paragraphs make sense, but ***the order of paragraphs does not***. The ***text seems choppy and is not easy to read orally*** and

1.00-1.80 ***Unacceptable (U)*** As yet, the paper ***has no clear sense of purpose or central theme***. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The sports writing ***lacks a clear sense of direction***. Ideas, details, or events seem strung together in a loose or random fashion; ***there is no identifiable internal structure***. The reader has to practice quite a bit in order to give this paper a fair interpretive reading.

We also used of ***Social Validation Theory***, which we ask some students regarding on the problems they had encountered and still encountering before and todays new normal education. This will help our study justify the determined problems. Every important action from the rubrics and social validation was recorded and used as material for reflection and improvement; 1) interview, and 2) documentation. This research instrument would be used in the collection of data were to test the validity and reliability of the research study being conducted. Observation guidelines were used to get direct picture of increasing student activity and learning achievements using weblearn strategy.

Data Gathering Procedure

The first-year were choosen because it was observed by the researcher during their freshmen life wiriting is one of the problem and it was validated by their Fundamental of Physical Fitness

instructor through the use of social validation theory that there were problems on their writing skills. In addition the adviser of the BPEd 1st year also observed the problems on the writing skills of his students based on the written outputs his students submitted. The researcher used interrupted series design to improve writing skills through the use of webinar as a strategy.

The researchers administered Interrupted time series design where a series of periodic measurements was taken from one group of test units, followed by treatment, then another series of measurements in determining the effectiveness of weblearn as a strategy in improving the writing skills of the BPEd 1st year students of ISPSC Tagudin Campus. The researcher addressed a letter to the College Dean of Teacher Education and to the Research Instructor to conduct the study inside the campus of ISPSC Tagudin. The researchers also made a letter addressed to the instructor in Fundamental of Physical Fitness to ask for permission to conduct their study into instructor's class time. Similarly, a request letter was sent to the grade 10 English teacher asking permission to adopt the rubrics for their research study.

The whole class of BPED 1st year participated on the 3 webinar series, each webinars had only one topic and within that topic there were 1 lesson that has been delivered to the students, also explained by the resource speakers as checked by the teacher and knowledgeable as the researcher's guide to implement this webinar learning strategy. For the *pre-test* part, there were 18 respondents who attended.

The researcher sent a video link to the BPEd 1st year students and instructed the students to make a sports journalism based on the video they have watched. On the *1st webinar series*, December 02, 2021 Thursday, there were 18 respondents who attended. The webinar starts with a morning morning prayer, followed by the singing of the national anthem and Ispsc hymn. Afterwards, the moderator called the 1st speaker to discuss the proper construction of sports journal. After the speaker's discussion, the researcher in charge on technical sent a video of *local competition level* of a game volleyball that serves as the respondent's written output to determine if there is an improvement in their writings through weblearn as strategy. Every during webinar, students are allowed to take down notes while the speakers are presenting the lesson. *2nd webinar series*, December 07, 2021 Tuesday there were 18 respondents who attended and also the due date of their 1st webinar sports journal output.

The moderator called the 1st speaker to discuss the proper way of writing a sports journal content, organization and sentence fluency and was assisted by their expert evaluator in writing a sports joural. After the speaker's discussion, the researcher in charge on technical sent a video of *national competition level* of a game volleyball that serves as the respondent's written output and then the output has been checked through feed backing by the expert evaluators. Same on the *3rd webinar series*, December 14, 2021 Tuesday, there were 18 respondents who attended.

The speaker discussed the proper way of writing a sports journal content, organization and sentence fluency and was assisted by their expert evaluator in writing a sports journal then the researcher in charge on technical sent a video of *international competition level* of a game volleyball that serves as the respondent's written output. The number of respondents who attended the 3 series webinar including the pre-test was consistent. The outputs of the respondents from pre-test to the 3 series webinar were checked by the 3 expert evaluators and gives their feedback critiquing and advising.

III.   RESULTS AND FINDINGS

This chapter shows the analysis and interpretation of data gathered from the result of the investigated. It also presents the conclusion arrived at the recommendation forwarded.

Comparative Analysis of the Pre-Test and Post-Test for BPED 1st Year Student's.
Table 1: Level of Effectiveness after Using Weblearn as a Strategy on Improving the Sports Writing Skills of BPED Student

Areas	Mean Score							
	Pretest	**DR**	**Posttest 1**	**DR**	**Posttest 2**	**DR**	**Posttest 3**	**DR**
Ideas	1.98	NI	2.06	NI	2.61	G	3.41	VG
Organization	1.89	NI	2.07	NI	2.19	NI	2.96	G
Sentence Fluency	1.54	U	1.96	NI	2.63	G	3.43	VG
Overall	**1.80**	**U**	**2.03**	**NI**	**2.48**	**NI**	**3.15**	**G**

Norm:

4.21-5.00	Excellent (E)
3.41-4.20	Very Good (VG)
2.61-3.40	Good (G)
1.81-2.60	Needs Improvement (NI)
1.00-1.80	Unacceptable (U)

Table 1 shows the level of effectiveness after using weblearn as a strategy on improving the sports writing skills of BPED students.

To get the overall means scores on each areas, a process of computing the scores of each respondents was used. The three evaluators assessed the sports journal output of the respondents. The scores given by the three (3) evaluators on the area of Idea on the pre-test part were added and divided it into 3(indicates the 3 evaluators) and came up with a sum of 1.98, same process on the post-test 1 to post-test 3 on the area of ideas.

Same process on the organization and sentence fluency areas on getting the overall mean of the student's scores given by the 3 evaluators.

On the area of ideas, the pretest has a mean score of **1.98** which is described as *"Needs Improvement"*. On the posttest 1, the ideas of the sports writing skill is *"Needs Improvement"* with a mean score of **2.06.** Same with the ideas on the posttest 2 with a mean score of **2.61** and it is *"Good".* Moreover, posttest 3 has a mean score of **3.41** and the idea of the sport writing **is "Very Good".**

It is observed that the mean scores in the area of ideas on the weblearn strategy is improving with the three levels of intervention. The result shows a constant increase in the mean scores from pretest to posttest 1, posttest 2, and posttest 3 which implies as effective. As stated by Alemu (2006) Students showed interest in using idea-generating strategies, and the strategies used helped them to come up with adequate ideas in order to develop a text. The strategy also helped them to think exhaustively about what to write and how to support their argument before starting writing the actual text.

Improving ideas through employing different ideas generating strategies are the footstep on the process of writing to arrive at a well-organized and comprehendible text. (Brooks, 2004). On the area of organization, the pretest has a mean score of **1.89** which is described as *"Needs Improvement".* On the posttest 1, the organization of the sports writing skill is *"Needs Improvement"* with a mean score of **2.07.** Same with the organization on the posttest 2 with a mean score of **2.19** and it is *"Needs Improvement".* Moreover, posttest 3 has a mean score of **2.96** and the organization of the sport writing is *"Good".*

It is observed that the mean scores in the area of organization on the weblearn strategy is improving with the three levels of intervention. The result shows a constant increase in the mean scores from pretest to posttest 1, posttest 2 and posttest 3 which implies as effective.

According to Mckoon (1999) memory representation of a text is a hierarchical structure in which information is ordered from most important to least important. Subjects read short texts and then verified whether sentences about those texts were true or false. Sentences that tested topic information were verified faster and more accurately than sentences that tested detail information.

Students as composers are required to perform specific skills such as the organization of information and the manipulation of linguistic skills that may be difficult to master without any plan (Brooks, 2004). Writing requires composers to carry out a series of activities that involve not only writing ideas but also establishing goals, organizing information, selecting appropriate language, making drafts, reading and reviewing then revising and editing them (Brown, 2007).

On the area of sentence fluency, the pretest has a mean score of **1.54** which is described as "***Unacceptable".*** On the posttest 1, the sentence fluency of the sports writing skill is "***Needs Improvement"*** with a mean score of **1.96**. Same with the sentence fluency on the posttest 2 with a mean score of **2.63** and it is ***"Good".*** Moreover, posttest 3 has a mean score of **3.43** and the sentence fluency of the sport writing is ***"Very Good".*** It is observed that the mean scores in the area of sentence fluency on the Weblearn strategy is improving with the three levels of intervention. The result shows a constant increase in the mean scores from pretest to posttest 1, posttest 2, and posttest 3 which implies as effective.

Fluency is an important aspect in writing performance and assessment, particularly foreign language and second language writing. The importance of research on writing fluency lies in that it can inform us about the difficulties students have in written text production. Despite such importance, fluency has been given peripheral attention in writing research. Therefore, what we mean by writing fluency and how it can be validly assessed has yet to be decisively answered. As Bruton and Kirby (1987)

Badger and White (2000) and Hyland (2003) have all emphasized the importance of pre-writing for easing the writing difficulty because it assists writers in laying out goals, generating ideas, organizing information, and building up the text.

The overall skills of the students on Pretest in sports writing skills is "***Unacceptable"*** with a mean score of **1.80**. On Posttest 1, the overall skill of the students is ***"Needs Improvement"*** with a mean score of **2.03**. Same with Posttest 2, the overall skills of the students is ***"Needs Improvement"*** with a mean score of **2.48**. Moreover, the overall skill of the students on Posttest 3 is "***Good"*** with a mean score of **3.15.**
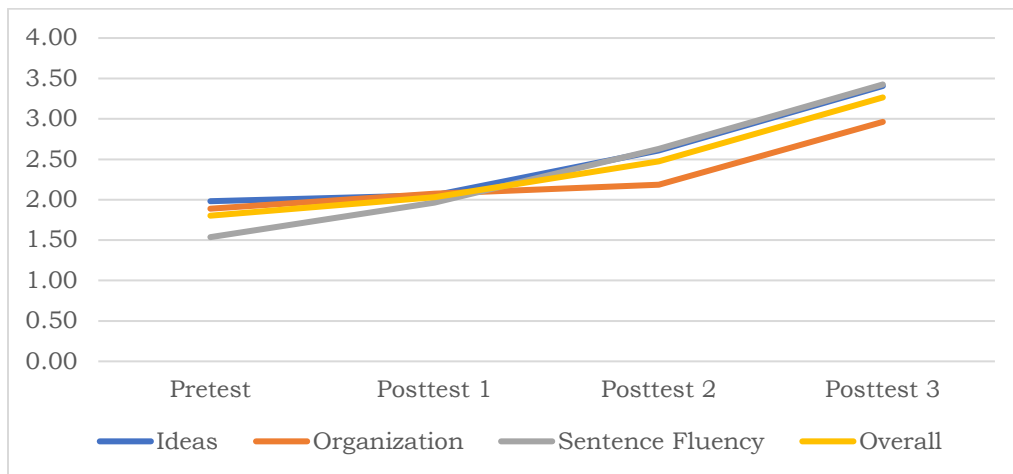

Figure 1: Mean Scores of Writing Skills Per Level

It is observed in Figure 1 that the skills of the students in sports writing are constantly improving using the weblearn strategy with three levels of intervention.

According to Nuhu (2019) Webinar was used and found effective for learning the selected Educational Technology concepts. The two hypotheses that were tested were retained. Based on the findings, the

researcher recommends that Webinar is a very effective supplementary tool that will enhance students' academic performance.

According to Richards (1990) he found out that the students' interaction helps in developing the cognitive skills that involves generating ideas. Results from various language studies have shown that the teacher who emphasizes and focuses on the writing skills on the study can bring about a change. The students become efficient at generating and organizing creative ideas as a result. The most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process (Zampardo, 2008). According to Rachmawati (2001), Grammar is a basic parameter. A top quality sentence is a grammatically correct sentence. Conversely, a sentence would not be said to meet the standard of a good sentence if it does not meet the criteria of the use of correct grammar. Unity, correspondence and coherence, aside from correct grammar, are standard of writing English to be met. Writing is said to meet the standard when readers can easily find the basic ideas and links between sentences and even paragraphs. Also, it must be logic, complete, clear and varied (Zemach & Rumisek, 2005).

Despite the recent emergence of new visual, hypertextual, and other technology-enabled communication practices (Lankshear & Knobel, 2003; Snyder, 2002) the production of written texts remains key to the construction of knowledge in the university, both in the way it is transmitted, and the way its social relations are maintained. Writing is integral to students' induction into academic cultures and discourse communities, and is the principal way they demonstrate the knowledge and skills.

Significant Difference Before and After the Exposure in the WebLearn Strategy

Table 2: Comparison of the Pretest and Posttest 1 Scores of Students.

Areas	Mean Difference	t-Stat	Critical-value	Decision
Ideas	0.074	-0.359210604	2.11	Reject Ho
Organization	0.185	-1.271207922	2.11	Reject Ho
Sentence Fluency	0.426	-2.997334813	2.11	Reject Ho
As a whole	**0.228**	**-1.791295958**	**2.11**	**Reject Ho**

Table 2 shows that it has an overall mean difference of **0.228** in the pretest and posttest 1.

On the area of ideas, there is a significant difference between the pretest and posttest 1 with a computed value of **-0.36** and a critical value for two-tail which is **2.11**. On the area of organization, there is a significant difference between the pretest and posttest 1 with a computed value of **-1.27** and critical value for two-tail which is **2.11.** On the area of sentence fluency, there is a significant difference between the pretest and posttest 1 with a computed value of **-3.0** and critical value for two-tail which is **2.11.**

As a whole, there is a significant difference between the pretest and posttest 1 after exposure in the webinar learning strategy level 1 with a computed value **of -1.79** and critical value for two-tailed test which is also **2.11.**

Table 3: Comparison of the Posttest 1 and Posttest 2 Scores   Students

Areas	Mean Difference	t-Stat	Critical-value	Decision
Ideas	0.556	-3.107907803	2.11	Reject Ho
Organization	0.111	-0.614636297	2.11	Reject Ho
Sentence Fluency	0.667	-6.387487769	2.11	Reject Ho
As a whole	**0.444**	**-11.35086364**	**2.11**	**Reject Ho**

Table 3 shows that it has an overall mean difference of **0.44** in the posttest 1 and posttest 2.

On the area of ideas, there is a significant difference between the posttest 1 and posttest 2 with a computed value of **-3.11** and a critical value for two-tail which is **2.11**. On the are of organization, there is a significant difference between the posttest 1 and posttest 2 with a computed value of **-0.61** and critical value for two tail which is **2.11** critical value for two-tailed test. On the area of sentence fluency, there is a significant difference between the posttest 1 and posttest 2 with a computed value of **-6.38** and critical value for two-tail which is **2.11.**

Moreover, as a whole, there is a significant difference between the posttest 1 and posttest 2 after exposure in the weblearn strategy level 2 with a computed value of -**11.35** which is less than the critical value for two-tailed test of **2.11.**

Table 4: Comparison of the Posttest 2 and Posttest 3 Scores of   Students

Areas	Mean Difference	t-Stat	Critical-value	Decision
Ideas	0.796	-6.754346018	2.11	Reject Ho
Organization	0.778	-4.453463072	2.11	Reject Ho
Sentence Fluency	0.796	-8.151965742	2.11	Reject Ho
As a whole	**0.790**	**-9.491059318**	**2.11**	**Reject Ho**

Table 4 shows that it has an overall mean difference of **0.79** in the posttest 2 and posttest 3.

On the area of ideas, there is a significant difference between the posttest 2 and posttest 3 with a computed value of **-6.75** and a critical value for two-tail which is **2.11.** On the area of organization, there is a significant difference between the posttest 2 and posttest 3 with a computed value of **-4.45** and critical value for two-tail which is 2.11**.** On the area of sentence Fluency, there is a significant difference between the posttest 2 and posttest 3 with a computed value of **-8.15** and a critical value for two-tail which is **2.11.**

As a whole, there is a significant difference between the posttest 2 and posttest 3 after exposure in the weblearn strategy level 3 with a computed value of -**9.49** which is less than the critical value for two-tailed test of **2.11.**

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The results showed that the interventions in every level were effective in improving sports writing of the students.

To get the mean diffrenceof the three(3) areas, the total mean of pre-test is subtracted to the total mean of posttest 1. Same process on the table 3 and table 4. While on the t-stat and the critical value computed from data analysis tool pack on Microsoft excel.

Gunasekaran et al. (2002) supported the statement, Technology, and information assist students in learning, particularly during online learning. It will be able to help students to improve their learning and provide more learning opportunities if adequate and disseminated information is available.

COMPILATION OF SPORTS WRITING JOURNALS

The researchers made a compilation of sports journal outputs of the respondents to be published in an E-journal compilation. View with this link: https://express.adobe.com/page/koBtniZ8u2g7L/

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VI.   CONCLUSIONS

It is observed that the skills of the students in sports writing are constantly improving using the weblearn strategy with three levels of intervention. Moreover, there is a significant difference between the pretest and posttest 1 after exposure in the webinar learning strategy level 1. The results showed that there is a significant difference between the posttest 1 and posttest 2 after exposure in the weblearn strategy level 2. To a large extent, there is a significant difference between the pretest and posttest 1 after exposure in the weblearn strategy level 3. The results show that the interventions in every level were effective in improving sports writing of the students.

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