Writing Letters Training in Lumbung Baca Luwungragi Village

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Abstract

Community service activity is training in writing correspondence on contextual or real life. The team carried out the movement in the Lumbung Baca village of Luwungragi district of Bulakamba Brebes. The first part is the trainee's initial understanding of correspondence in a contextual approach, then the second part trainee's final experience and skills in writing the letter. This initial understanding is using questionnaires given to trainees. Then the trainees responded to the question to the questionnaire. The questionnaire contains about the knowledge of writing correspondence in contextual or real life. The understanding consists of definitions, objectives, functions, classifications, forms, and types of everyday letters. The student of Universitas Muhadi Setiabudi can show trainee in the following table. Thus, correspondence writing training in a real-life context can explain the trainees writing letters in Luwungragi village. In addition to learning, trainees also gain skills in writing letters for the results of writing a letter because of the devotion report attachment.

Keywords: reading, community, young member, training, skills

1. Introduction

Lumbungbaca is a reading park located in Luwungragi Village RT 02 / RW 07 Bulakamba Subdistrict. Lumbung Baca was initiating by village youth who saw literacy in the local village as relatively low. Therefore, a reading garden is a form called a barn (Ruslan, 2020). The village head has endorsed Lumbungbaca by issuing a decree (SK). Based on observations in the reading barn of Luwungragi village, one of the literacy problems experienced by local youth is in terms of letter writing (Demir, 2018). Letter writing is not limited to the era of the past or the period of the industrial revolution 4.0. But in fact, the current generation has a lot of letter writing used. It's just that the media is different (Macklin, 2010).

Universities have used electronic mail (email) to deliver particular interests to other universities and domestic/foreign government institutions. With this phenomenon, somebody can conclude that letter writing is also essential for young members of the reading barn in Luwungragi village (Kandel & Perret, 2015b). Young members of the

reading barn have not been able to write letters correctly and well. One example of a letter is a job application letter (Macklin, 2010). In applying for a job, the boss or leader can usually assess the applicant's personality from the systematic writing of the cover letter.

Based on the problems in the reading barn of Luwungragi village, it is necessary to carry out devotional activities about Writing Letters training in Luwungragi Village Reading Barns (Wong et al., 2018). Some of the problems faced by members of the barn read the village of Luwungragi, among others as follows (Jongbloed-Pereboom et al., 2018). Members of reading barns have low literacy when it comes to writing. Members of the reading barn lack understanding and write correspondence in everyday life (Kandel & Perret, 2015a).

2. Method

To overcome the partners' problem, offered several solutions in writing letters in Lumbung Baca with contextual approaches and case studies that partners have experienced (Korat et al., 2011). The target audience of this devotion is a member of Lumbung Baca, who is a young man in Luwungragi Village. The audience priorities of young members of Lumbung Baca who have not worked, have worked, or are still in high school. Who is following the material to giving in the training?

The implementation of this service involves several parties (Septiarti et al., 2020). The party includes the chairman of Lumbung Baca and the surrounding community, who will succeed in devotional activities in letter-writing training (Muzyka et al., 2018). The problem that exists in the members of Lumbung Baca is still a lack of literacy, especially in understanding the nature of writing letters and practicing them. The problem is solving by lecture methods and training or assignment methods (Wambrauw et al., 2020). This method packages in writing training.

3. Result and Discussion

3.1. Result

The result of community service activity is training in writing correspondence on contextual or real life. The team carried out the movement in the Lumbung Baca village of Luwungragi district of Bulakamba Brebes. The first part is the trainee's initial

understanding of correspondence in a contextual approach, then the second part trainee's final experience and skills in writing the letter.

Figure 3.1 Socialization by Universitas Muhadi Setiabudi in the Lumbung Baca

This initial understanding is using questionnaires given to trainees. Then the trainees responded to the question to the questionnaire. The questionnaire contains about the knowledge of writing correspondence in contextual or real life. The understanding consists of definitions, objectives, functions, classifications, forms, and types of everyday letters. The student of Universitas Muhadi Setiabudi can show trainee in the following table.

Figure 3.2 Writing activity for the young member in the Lumbung Baca

Figure 3. Writing activity for young member in the Lumbung Baca by Universitas Muhadi Setiabudi

3.2 Discussions

Table 1. Trainees' Initial Understanding of Letters

No	Aspects	Number of trainees who understand	Total number of trainees	Percentage
1	Definition of Correspondence	8	12	66,66%
2	Purpose of Koresondensi	6	12	50%
3	Correspondence Function	7	12	58,33%
4	Correspondence Classification	2	12	16,66%
5	Form of Correspondence	2	12	16,66%
6	Type of Letter	8	12	66,66%
The average grade of trainee understanding				**45,82%**

Based on table 1, students in Lumbung Baca can conclude that the trainee's initial understanding of writing letters has an average percentage of 45.82%. The average value consists of understanding the definition of correspondence which is 66.66%, the purpose of the correspondence is 50%, the correspondence function is 58.33%, the classification of correspondence 16.66%, the form of correspondence 16.66%, and the Type of Letter 66.66%.

Similar to the initial understanding, the final performance can finish using the questionnaire given to the trainees. But the difference is that the questionnaire provides after participants are given training in writing letters. Then the trainees responded to the question to the questionnaire. The questionnaire is understanding of writing correspondence. The performance is consists of the definition, purpose, function, classification, form, and type of letter. The final knowledge will be showing in the following table.

Table 2. Trainees' Final Understanding of Correspondence

No	Aspects	Number of trainees who understand	Total number of trainees	Percentage
1	Definition of Correspondence	12	12	100%
2	Purpose of Koresondensi	10	12	83,33%
3	Correspondence Function	11	12	91,66%
4	Correspondence Classification	8	12	66,66%
5	Form of Correspondence	9	12	75%
6	Type of Letter	10	12	83,33%
The average grade of trainee understanding				**83,33%**

Based on table 2, the team can conclude that the trainee's final understanding of writing letters has an average percentage of 83.33%. The average value consists of understanding the definition of correspondence which is 100%. The purpose of the correspondence is 83.33%, the correspondence function is 91.66%, the classification of correspondence 66.66%, the form of correspondence is 75%, and the type of correspondence is 83.33%.

Thus, correspondence writing training in a real-life context can explain the trainees writing letters in Luwungragi village. In addition to learning, trainees also gain skills in writing letters for the results of writing a letter because of the devotion report attachment.

4. Conclusion

The conclusion of the training activities of writing letters in the context of daily life is as follows. Members of The Reading Barn can understand correspondence in general. Members of Lumbung Baca can increase literacy in writing letters according to everyday life. Suggestions from the training activities of writing letters in Luwungragi Village Are as follows. Members of The Reading Barn should give an understanding of the importance of literacy. Members of The Reading Barn should provide pieces of training that are useful to him and his life, such as writing letters.

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