CORRELATION OF POETRY READING INTEREST AND LANGUAGE STYLE MASTERY TOWARD IX GRADE STUDENTS' SKILL IN FREE POETRY WRITING IN SMP NEGERI 2 LEMBAH GUMANTI

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Abstract-Research aims to find the correlation of poetry reading interest and language style mastery toward IX grade students' skill in writing poetry in SMP Negeri 2 Lembah Gumanti. The hypothesis in this research are (1) reading interest contributed toward students' skill in writing poetry, (2) language style mastery contributed toward students' skill in free poetry writing, (3) reading interest and language style mastery contributed toward students' skill in free poetry writing. This research is a quantitative research using correlation approach. The population in this research was 158 grade IX students in SMP Negeri 2 Lembah Gumanti with 29 students as sample. This research was using simple random sampling as the sampling technique. There are three steps in getting the data, first questionnaire was used in order to find reading interest, second objective test was used in order to find language style mastery and performance test was used to find free poetry writing skill. The data was analyzed using correlation and regression technique. In order to test the first and second hypothesis, a simple correlation and regression technique was used, meanwhile in order to test the third hypothesis, a multiple correlation and regression technique was used. Based on the data analysis, it is showed that IX grade students' skill in free poetry writing in SMP Negeri 2 Lembah Gumanti can be seen as follow. First, students' reading interest got the average score 65% in score range 55-65% . Second, students' language style mastery got the average score 65,35% in score range 66-75% (more than enough qualification). Third, students' skill in free poetry writing got the average score 61,79% in score 55-65%. Fourth, there was a correlation between reading interest and language style mastery toward IX grade students' skill in free poetry writing in SMP Negeri 2 Lembah Gumanti, it can be seen from Fscore <FTable or 10,62 < 1,87, and $t_{hitung} > t_{tabel}$ 4,498>1,7. It can be concluded that the RESULTS of free poetry writing test (Y) and the questionnaire of reading interest (X1) have homogenous variant.

Keywords: correlation, reading interest, language style mastery, free poetry writing

1. INTRODUCTION

Based on School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan), literature appreciation especially poetry is taught chronologically in listening, speaking, reading and writing skill. Learning poetry can be categorized as giving response to poetry reading, reflecting poetry, reading poetry, creatively writing a poetry based on the scenery and events happen and writing poetry using correct diction and element of poetry. This research focused on the aspect of free poetry writing.

Based on the observation and interview with one of the Bahasa Indonesia's teacher in SMP Negeri 2 Lembah Gumanti, the factor that caused students low ability in free poetry writing was students' lack of knowledge about poetry. Students were not able to use correct diction in writing a poetry. Moreover, students tended to use direct diction, the words that used in daily life, so that the poetry seems usual and uninteresting. Besides, students were not able to use figurative language in their poetry.

Actually, one of the factors that caused students' low ability in writing poetry is their low reading interest especially reading about the poetry. Students' low reading interest caused by inadequate number of books related with poetry in school library. Students are not able to use figurative language, understand rhyme in poetry and choose correct diction since they do not understand the structure of poetry. So that, teachers and school administrator can help the students improve their reading interest by providing relevant references for their necessities and held related activities that can grow students creativity in literature especially in creative poetry writing.

Students need to understand the importance of reading before writing and the mastery of the aspects related with writing. Students will be able to write poetry if they can improve their reading

interest in reading references related with poetry. Students with high reading interest will have good ability in reading, and vice-versa. It can be stated that students that have high reading interest will have adequate sources of information to develop the idea in writing.

Another factor that can influence students' writing poetry skill is the mastery of language style. Language style in literature especially in poetry takes an important role. The use of language style might be different for each poetry writer although the theme of the poetry is same.

Teachers have to understand students' interest in learning. Interest related to contented feeling toward something. [7] states that interest is a happy and enthusiasm felling toward something without any coercion. Someone that has interest toward something will show some signals that him /her interest to do that and do it consciously.

Interest that is related to reading means someone tendency to understand and discover the information from the reading text that he/ she read. Someone who has interest in reading will focus on the reading text that make him/ her interest, then the interest will be followed by reading activities. [10] explains that reading interest is the act of lavishing intellectual and wise attention, attitude, and curiosity followed by a constant effort to discover the knowledge and information and willing to spend his/ her time to do the activity.

Reading interest that is related with poetry means someone tendency to understand poetry and reading, understand the poetry and then appraise and appreciate the poetry through poetry writing. It can be said that poetry writing is the part of poetry appreciation. So, before someone appreciate a poetry he/ she has to understand the poetry by reading a poetry. [2] states that in order to be able to read and understand poetry, someone must pay attention to interpretation tips, vocabulary, typography, background and ambience. Someone with high reading interest is not only read poetry but also read references related with poetry. He/ she will read poetry, paraphrase the poetry, and then show his/ her interest toward poetry through poetry writing.

Reading interest can be measured using Likert Scale. Based on the explanation about poetry reading interest above, there are some indicators of poetry reading interest in this research. First is spending the time to read references related with poetry. Second is choosing and recommending good references to friends. Third is finding the references related with poetry and trying to read them. Fourth is discussing the references with friends after reading them. Fifth is trying to get the best results in writing poetry.

Literature as the creation of man of letters is the form of communication between writer and reader through the text as the media. The way of the writers deliver the message are different each other based on their characteristics. [5] states that language style used by writer comes from inside. Indirectly, language style draws the attitude or the characteristics of the writer. Language style used by the writer in his/ her work can be in form of analogy/ metaphor.

The way of delivering thought, feeling or intention emerge language style. Language style is the structure of words emerges from the feeling or living in writers' thought [4]. Language style makes the sentences alive and gives the move in it. Certain language style can emerge the response of the thought toward the readers. Language style is different for each writer based on his/ her own attitude and hobbies.

Based on the theory from the expert above, it can be concluded that language style is the way of the writer to use language in order to express his/ her thought and idea in form of spoken and written language. Language style that is used by the writer can be in form of signs.

Language style that is used to communicate in spoken and written form relates with all language hierarchy start from individual diction, phrase, clause, sentence and even discourse. [3] groups language style into five main groups, they are based on language aspect, diction, rhyme, sentence structure and direct/indirect meaning. Based on the language aspect, language style can be differentiated based on language and non-language. Based on diction, language style consists of formal, informal and conversation language style. Based on the rhyme, language style consists of simple, lofty and powerful, and mediate language style. Based on sentence structure, language style consists of climax, anti-climax, parallelism, anti-thesis and repetition.

Based on the theory above, it can summarize that the types of language style that are used in spoken and written communication is vary. So that, it can be stated that language style that used is depend on the context used. For example in writing poetry, the language style, if it is seen from the science point of view, use literature language style and from the internal linguistics element use appropriate figurative language.

In general, language style consists of figurative and rhetoric language style. Figurative language style is commonly used in poetry. The types of language style used by the writer might be different based on the message contained in the poetry. The language style depends on the art and writer's special characteristics since the language style reflects the writer's character.

[4] explains that language style in poetry make poem more interesting and create freshness, alive, and clarity. This figurative language is equal something with other things in order to make it clear, interesting and alive. This figurative language types are simile, metaphor, personification, metonym, synecdoche, and allegro.

Based on the theory above, it can be stated that the way of the writer create certain effect in his/ her work is vary and it depends on how the writer placed the language style in the work. One type of language styles might be used dominantly in poetry. The types are hyperbole, personification, allegro, simile, metaphor, synecdoche, irony, and metonymy.

Language style mastery can be measured through multiple-choice test. [11] states that there are four groups of language style namely comparison, contrast, contact, and repetition language style. Moreover, expert also categorized language style based on situation and condition of language style use. Based on the explanation of language style above, the indicators of language style mastery are (1) knowledge of language style in poetry, (2) knowledge of types of language style in poetry, (3) knowledge of the use of language style in poetry.

Writing is the writer's effort in expressing his/ her thoughts and ideas though written form. Writing can be understood as expressive and productive activity. Good text contains of some characteristics that reflect the writer's ability in using harmonious rhyme, arranging the available sources, writing clearly, convincing and pulling readers' reading interest, criticizing his/ her work and revising it, and reflecting the writer's pride [10].

Writing poetry means the activity done by the poet to express his/ her though through meaningful words composition. This is come from the meaning of poetry, which is the certain beauty and ambience in words [1]. There are some points that need to be understood. According to Kosasih (2008:50), the things that need to be noticed is the poetry is the expression from the writer, other people and world. The theme in poetry can be based on the problems or something that touch the writers' feeling. The way of delivering poetry must use appropriate language style. It can be summarized that poetry writing is the activity of thought and idea expression through attractive words and use appropriate language style.

The structure of poetry consists of physical and mental poetry structure. According to [8], poetry structure consists of physical and mental structure. Physical structures are diction, language style, image, and rhyme. Mental structures are main idea, theme, verse and meaning. Physical structure consists of diction, language style, image and rhyme. Diction is the choice of words based on the ambience, feeling and rhyme of the poetry. If the writer expresses sad feeling in the poetry, the words that will be chosen should show sad and gloomy feeling. If the writer expresses protest, the words chosen should be sarcastic words that support the protest [8]. Diction is important in poetry writing since it brings the influence toward writers' imagination and useful in delivering message to the readers.

Language style in poetry take a part as the pleasure production in imaginative form, create additional meaning, add intensity and attitude and feeling concrete of the writer, and express the meaning firmly [8]. Types of language style in poetry are metaphor, simile, personification, metonymy, synecdoche, etc.

Image, according to [4] is the delineation of thought produced by our senses toward an object from eyes, sight nerves, and brain lobes. The imagination is in form of sight image, hearing image, touch image, feeling image, and smell image.

Rhyme is the equality of ending sounds of the words repeatedly and in pattern, it usually placed in the end, beginning and middle of lines [1]. Similar with Tarigan, [5] explains that rhyme in poetry creates beauty, imagination, charm, and supports the meaning. Rhyme can help reader determine intonation and tone in poetry, it can make the reader enjoy the poetry and understand the meaning.

Furthermore, there is another structure in poetry namely typography. [2] states that typography can determine poetical thing in poetry. Typography is not appear by itself and it is created by purpose, to make the poetry understandable. Typography in poetry can be offered in many forms. [5] mentions ten variety of typography in poetry namely typography of sentence system in line and verse, typography of sentence system in prosaic form, typography of phrase system in line and verse,

typography of phrase system in symmetrical verse, typography of word system arranged in prosaic form, typography of word system in symmetrical arrangement, typography of word system in dent arrangement, typography of word system in order form, typography of sound and word system arranged in absurd form, and typography compound.

According to [8] mental structure is the form of poetry meaning unity that consists of main idea, theme, meaning, feeling and tone delivered by the writer. In order to understand mental structure of poetry, readers must try to get involve in poetry nuance so that the feeling and tone of the poet delivered in form of language can have the meaning. Study of mental poetry structure can make the reader easy to understand the meaning of poetry.

Theme is the main idea that proposed by the writer through poetry. Tone in poetry is related with the theme that shows the attitude of the writer toward the object in the poetry. In the poetry, the feeling of the writer also can be form of happy, sad, touched, afraid, worried, yearn, curious, hate, love and revenge. Besides, poetry also contains of meaning or message or appeal that is delivered by the writer to the reader. Meaning interpretation of the readers might be different each other, it is based on the readers' attitude toward the theme written by the writer [8]. Writer as the creator in creating the work has sharp feeling and strong intuition to comprehend the secret of life and mystery in society. So that, poetry has hidden meaning that should be interpreted by the readers.

Based on the theories above, the indicator of free poetry writing in this research are the physical structure of the poetry: diction, language style, image, and rhyme. This indicators are based on the theory from [8], the structure of poetry consists of physical and mental structure. Physical structures are diction, language style, image and rhyme.

It can be concluded that poetry reading interest and language style using have important role in free poetry writing. Reading interest and language style mastery are some of the factors that can improve students free poetry writing skill. based on the problems and factors, the formulation of this research are, *first*, how is the correlation of poetry reading interest toward students free poetry writing of grade IX students in SMP Negeri 2 Lembah Gumanti? *Second*, how is the correlation of language style mastery toward students free poetry writing of grade IX students in SMP Negeri 2 Lembah Gumanti? *Third*, how is the correlation of poetry reading interest and language style mastery toward students free poetry writing skill of grade IX students in SMP Negeri 2 Lembah Gumanti?

2. METHODS

Based on the formulation of the problem above, this research has several aims. First is explains the contribution of poetry reading interest toward students free poetry writing of grade IX students in SMP Negeri 2 Lembah Gumanti. Second is explains the contribution of language style mastery toward students free poetry writing of grade IX students in SMP Negeri 2 Lembah Gumanti. Third is explains the contribution of poetry reading interest and language style mastery toward students free poetry writing skill of grade IX students in SMP Negeri 2 Lembah Gumanti.

This research used quantitative approach. The population of this research was grade IX students in SMP Negeri 2 Lembah Gumanti, which consists of 158 students. the technique of sampling was using simple random sampling which is the sampling technique done by taking individual in random from the population. There are three variables in this research: poetry reading interest, language style mastery, and free poetry writing skill.

Instrument try out was done to the subject outside the samples. This try out aimed to know the instrument items validity index and instrument reliability using bi-serial formula. The first and second hypothesis testing was using simple correlation and regression technique. This test aimed to know the quantity of each independent variable toward dependent variable. The third hypothesis testing was done using multiple linear regressions.

3. RESULTS AND DISCUSSION

The data in this research was in form of score that conducted from poetry reading interest questionnaire, language style multiple-choice test and free poetry writing test. Therefore, the data in this research was grouped into three groups. One group of data related with dependent variable (Y) and two groups of data that related with independent variables (X_1 and X_2). These three data was described in form of frequency distribution, which consists of score, mean, modus, median, deviation standard and range. Then, results of data description analysis of three variables can be seen in the following Table 1.

Table 1. The results of Statistical Test of Data Description

No	Statistic	Poetry Reading Interest	Language Style Mastery	Free Poetry Writing Skill
1	Mean	36,57	27,964	19,75
2	Median	51	54	12,70
3	Modus	61	60	60
4	Deviation Standard	10,3	12,48	13,032
5	Maximum Score	80	97	93
6	Minimum Score	39	43	40

Based on the examination of data, all data fulfill the requirement to be analyzed. In short, it can be stated that the data description reveal the information about the total score, highest score, lowest score, mean, deviation range, modus, and median in the Table. The following is the detail of three variables in this research.

Table 2. The Frequency Distribution of Data

Research Variables								
Free Poetry Writing Skill (Y)			**Poetry Reading Interest (X_1)**			**Language Style Mastery (X_2)**		
Score	**F**	**Percentage**	**Score**	**F**	**Percentage**	**Score**	**F**	**Percentage**
40	1	2,5	39	1	2,56	43	1	2,32
53	6	11,32	57	1	1,75	54	5	9,25
60	8	13,33	59	5	8,47	60	8	13,33
67	5	7,46	60	3	5	63	1	1,58
73	3	4,10	61	7	11,47	66	4	6,06
80	1	1,25	66	1	1,51	71	2	2,81
87	3	3,44	67	1	1,49	74	2	2,70
93	1	1,07	68	1	1,47	80	1	1,25
			69	1	1,44	86	2	2,32
			71	1	1,40	89	1	1,12
			72	1	1,38	97	1	1,03
			79	2	2,53			
			81	1	1,23			
			85	1	1,17			
			90	1	1,11			
	28	100		28	100		28	100

Table 3. Normality Test of Free Poetry Writing Skill (Y)

No	Variable	α	L_o	L_t	Note
1.	Free Poetry Writing Skill (Y)	0,05	0,940	1,70	Normal

Table 3 shows that the data of free poetry writing skill L_o is 0,940, meanwhile the L_t in (α) 0,05 = 1,70. Based on the results it can be stated that H_o is accepted. So, the results of students' free poetry writing skill has normal distribution since $L_o < L_t$.

Table 4. Normality Test of Poetry Reading Interest Questionnaire (X_1)

No	Variable	α	L_o	L_t	Note
2.	Poetry Reading Interest (X_1)	0,05	0,149	1,70	Normal

Table 4 shows that the data of poetry reading interest questionnaire L_o is 0,149, meanwhile L_t in (α) 0,05 = 1,70. Based on the results it can be stated that H_o is accepted. So, the results of students' poetry reading interest has normal distribution since $L_o < L_t$.

Table 5. Normality Test of Language Style Mastery (X_2)

No	Variable	$\propto$	L_o	L_t	Note
3	Language Style Mastery (X_2)	0,05	0,70	1,70	Normal

Table 5 shows that the data of language style mastery L_o is 1,70, meanwhile L_t in ($\propto$) 0,05 = 1,70. Based on the results it can be stated that H_o is accepted. So, the students' test results has normal distribution since $L_o < L_t$. The following is the results of all normality test of three variables in this research.

Table 6. Normality Test of Research Data

Variabel Penelitian	L_o	L_t	Note
Free Poetry Writing Skill (Y)	0,940		
Poetry Reading Interest (X_1)	0,149		
Language Style Mastery (X_2)	0,70	1,70	Normal

3.1 Homogenous Test of Poetry Reading Interest Toward Students' Free Poetry Writing Skill

Homogenous calculation of students' free poetry writing skill and poetry reading interest can be seen in appendices 16. The formula used in homogenous test is Harley Test Formula. The results of homogenous test can be seen in the following Table.

Table 7. Homogenous Test of Variant (Y) toward (X_1)

No	Variable	n	S^2	Fh	Ft	Note
1.	Free Poetry Writing Skill (Y)	28	12,70			
2.	Poetry Reading Interest (X_1)	28	10,35	1,22	1,87	Homogenous

The data in Table 7 shows that the highest variant results is in free poetry writing skill variable, that is 12,71, meanwhile the lowest variant is in poetry reading interest variable, that is 10,35. The score of Fh is 1,22, meanwhile the score of Ft is 1,87. It can be concluded that the results of students free poetry writing test and poetry reading interest have homogenous variants since Fh < Ft in degree of freedom is 27 for both variables.

3.2 Homogenous Test of Language Style Mastery Toward Students' Free Poetry Writing Skill

Homogenous calculation in students' free poetry writing skill and language style mastery can be seen in appendices 16. The formula used in homogenous test is Harley Test Formula. The results of homogenous test can be seen in the following Table.

Table 8. Homogenous Test of Variant (Y) toward (X_2)

No	Variable	N	S^2	Fh	Ft	Note
1.	Free Poetry Writing Skill (Y)	28	12,70			
2.	Language Style Mastery (X_2)	28	12,48	1,01	1,87	Homogenous

The data in Table 8 shows that the highest variant results is in free poetry writing skill variable, that is 12,70, meanwhile the lowest variant is in language style mastery variable, that is 1,87. The score of Fh is 1,01, meanwhile the score of Ft is 1,87. It can be concluded that the results of students free poetry writing test and poetry reading interest have homogenous variants since Fh < Ft in degree of freedom is 27 for both variables.

3.3 Independency Test of Independent Variable

This independency test of independent variable used simple correlation test from Pearson. The results of independency test of poetry reading interest (X_1) and language style mastery (X_2) did not has any correlation in which Sig is 0,94 > 0,05, so that X_1 and X_2 are truly independent and not contaminated. For independency test results can be seen in appendices 17.

Based on the results of the research in chapter IV, the data can be explain as follow. First, poetry reading interest (X_1) has correlation toward free poetry writing skill(Y) for 2,22%. Second,

language style mastery (X_2) has correlation toward free poetry writing skill (Y) for 3,24%, poetry reading interest (X_1) and language style mastery (X_2) correlate together with free poetry writing skill (Y) for 24,9%.

In this discussion the three findings in the research are related with the relevant theory. First is the correlation of poetry reading interest toward free poetry writing skill. Second is the correlation of language style mastery toward free poetry writing skill. Third is the correlation of poetry reading interest and language style mastery together toward free poetry writing skill.

3.3 The Correlation of Poetry Reading Interest toward Free Poetry Writing Skill

Based on the results of the research the coefficient score of poetry reading interest and free poetry writing skill is 0.14 and t score is 5.15. based on correlation coefficient analysis, there is a significant correlation between poetry reading interest and free poetry writing skill. It can be seen from t score (5.15) > t Table (1.70). Besides, determination of coefficient is 2.22%, it means poetry reading interest variable give correlation toward free poetry writing skill for 2.22%, meanwhile the rest is influenced by another variable. So, it can be concluded that there is a significant correlation between poetry reading interest and free poetry writing skill.

Based on the results of the research, the similar thing also shown in students' score. Students that got high score in free poetry writing skill tend to get high score in poetry reading interest. Students that got low score in free poetry writing skill tend to get low score in poetry reading interest.

Similar with [5] who states that the more students read, more fluent they write. It means there is a close relation between students' writing skill with their habit and interest toward reading. students with high poetry reading interest will read more related references than they ae who do not have poetry reading interest.

High poetry reading interest will influence other language skills [9] for example writing skill. writing skill is one of the language skills that should be mastered by the students. A writer is demanded to has a skill to produce and express what he/she feels, wants and think in written form.

In short, it can be stated that the higher poetry reading interest, the higher poetry writing skill. On the contrary, the lower poetry reading interest, the lower poetry writing skill. So, there is a positive correlation between poetry reading interest and poetry writing skill.

Based on the data analysis, it can be understood that language style mastery is higher than poetry reading interest, meanwhile poetry reading interest relatively give lesser contribution than language style mastery. Phenomena shows students poetry reading interest do not reach satisfaction level, reading interest in reading books, especially fiction and non-fiction books, can support students' understanding toward Bahasa Indonesia lesson.

This reality is also supported by the fact that students rarely read and borrow the books from the school library. Whereas, if the students want to increase their frequency of reading related to Bahasa Indonesia lesson, especially free poetry writing skill, it can give great benefit for them. This activity is not only give positive effect to their free poetry writing skill improvement but also increase their insight about knowledge that should be mastered by them.

This finding also clarify that in one side, poetry reading interest give contribution to free poetry writing skill, however in another side this finding also shows that students poetry reading interest needs to be improved. Moreover, the percentage of poetry reading interest in this research decreased (2.22%) if it is compared with the last research done by [1] (10.6%).

Based on the research done by [1], it shows that the present findings get lower percentage than the previous. The decrease of percentage is caused by prediction and generalization that was done from results of the research is not definite results because different sample might get different results. Besides, percentage differences is also caused by the education level of the samples, [1] done the research in university meanwhile this present research was done in high school.

3.4 Correlation of Language Style Mastery toward Free Poetry Writing Skill

Based on the results of the research, the correlation coefficient value of language style mastery with free poetry writing skill is 1.70 and the value of t is 4.99. Based on significant correlation coefficient analysis, there is a significant correlation between language style mastery toward free poetry writing skill. It was proven by t score (4.99) > than t Table (1.70). besides, determination coefficient was 3.24%, it means that language style mastery variable gave contribution toward free

poetry writing skill for 96.76% and the rest was influenced by another variable. In short, there is a significant correlation between language style mastery toward free poetry writing skill.

[11] states that writing and reading skill have firm correlation. If we write something, principally we want our written work read by other people. Basically, the correlation between writing and reading is the relationship between writer and reader.

The percentage of language style mastery contribution (3.24%) is good enough toward free poetry writing skill. The experts states this because basically there are also other factors that determine and influence students writing skill. The results of data analysis also shows that the language style mastery (3.24%) is higher than poetry reading interest, meanwhile poetry reading interest is relatively give lower contribution than language style mastery.

The similar thing is also shown in the score got by the students. Students that got high score in free poetry writing skill tend to get high score in poetry reading interest. Students that got low score in free poetry writing skill tend to get low score in poetry reading interest.

Briefly, the higher poetry reading interest so that the higher poetry writing skill. On the contrary, the lower poetry reading interest, the lower poetry writing skill. So, there is a positive correlation between poetry reading interest and poetry writing skill.

3.5 Correlation of Poetry Reading Interest and Language Style Mastery toward Free Poetry Writing Skill

The coefficient correlation of poetry reading interest and language style mastery toward free poetry writing skill in this research was 0.49 and t score was 10.62. Based on significant coefficient correlation, there was a significant correlation of poetry reading interest and language style mastery toward free poetry writing skill. It can be proved from t score (10.62)> t Table (1.87). Furthermore, the determination coefficient was 25% which means poetry reading interest and language style mastery gave contribution toward free poetry writing skill for 25%, and the rest was influenced by another variable. In brief, there was a significant correlation between poetry reading interest and language style mastery toward free poetry writing skill.

Based on the results of the research, the similar thing also shown in students' score. Students that got high score in free poetry writing skill tend to get high score in poetry reading interest. Students that got low score in free poetry writing skill tend to get low score in poetry reading interest.

Someone's poetry reading interest will make him/ her do reading activity more often, so that he/ she will be more understand the text. The more someone read then the more knowledge he/ she has and it influence the reading comprehension. [6] states that the ability of every human in understanding what is read is different each other based on the vocabulary, interest, sight range, interpretation speed and reading aim. Interest is one of the determined factors in understanding the text.

Similarly, Mc. Laughlin and Allen in [4] also explain that student who is always grows reading interest will always master the language style, on the contrary the decrease of understanding ability toward language style mastery will happen if students' poetry reading interest is low.

Based on the results of the research, the similar thing also shown in students' score. Students that got high score in free poetry writing skill tend to get high score in language style mastery. Students that got low score in free poetry writing skill tend to get low score in language style mastery.

Someone's poetry reading interest will make him/ her do reading activity more often, so that he/ she will be more understand the text. The more someone read then the more knowledge he/ she has and it influence the reading comprehension. The way of the writers deliver the message are different each other based on their characteristics. [5] states that language style used by writer comes from inside. Indirectly, language style draws the attitude or the characteristics of the writer. Language style used by the writer in his/ her work can be in form of analogy/ metaphor.

The way of delivering thought, feeling or intention emerge language style. Language style is the structure of words emerge from the feeling or living in writers' thought [4]. Language style makes the sentences alive and gives the move in it. Certain language style can emerge the response of the thought toward the readers. Language style is different for each writer based on his/ her own attitude and hobbies.

Based on the theory and the results of the research above, it can be concluded that there was a significant correlation between poetry reading interest and language style mastery toward free poetry writing skill. If someone has high reading interest in reading and high ability in understanding language style mastery, he/ she tends to has high skill in free poetry writing. On the contrary, if

someone has low reading interest and low ability in understanding language style mastery, he/ she tends to has low skill in free poetry writing

4. CONCLUSIONS

First, the higher students' poetry reading interest then the higher their ability in free poetry writing. It is similar with the findings in this research that show the poetry reading interest was contributed to free poetry writing skill for 2.22%, meanwhile 87.88% influenced by other factors. The percentage of students' poetry reading interest was 65%. It means that students' poetry reading interest was in enough qualification. Second, the higher students' language style mastery then the higher their ability in free poetry writing. It is similar with the findings in this research that show the language style mastery was contributed to free poetry writing skill for 3.24%, meanwhile 96.76% influenced by other factors. The percentage of students' language style mastery was 65.35%. It means that students' language style mastery was in more than enough qualification. Third, the higher students' poetry reading interest and language style mastery then the higher their ability in free poetry writing. It is similar with the findings in this research that show the poetry reading interest and language style mastery was contributed to free poetry writing skill for 24.90%, meanwhile 75.10% influenced by other factors. The percentage of students' free poetry writing was 61.79%. It means that students' free poetry writing in this research was in enough qualification.

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