

## ABSTRACT

### **Khalid, Dino Bagyo (2024) The Elements of Classroom Environment and Teacher's Strategies in Fostering Students' Reading Interest and Reading Achievement: A Case Study at a Junior High School in Bandung.**

This study aims to reveal the physical and psychological elements within classroom environments that contribute to foster students' reading interest and to find out the teacher's strategies to create a safe and comfortable classroom environment in fostering students' reading achievement.

A qualitative approach was utilized in the study with a case study design. The observation and questionnaire were used to get the data on the physical and psychological elements within classroom environments; and to find out the teacher's strategies an interview was used. Moreover, the participants of this research were 15 students who have accuracy and answered that match the data needed for research purposes and a teacher at a junior high school in Bandung.

This current research reveals the role of the classroom environment on students' reading interest. First, the physical and psychological elements such as physical books and comfortable temperatures were universally liked, opinions differed on digital tools. Also, minimizing noise is crucial and a well-rounded reading environment requires a balance of resources and a focus on minimizing distractions. Second, this research found that the teacher used a strategy called the "literacy tree" to create a positive and supportive reading environment. This involved well-planned activities, designated reading times, and gentle encouragement to read. The school further supported this by providing a library and visually appealing materials. Students had a choice in book selection. These combined efforts contributed to a strong approach to foster reading achievement.

Based on the result, this research examined how the classroom environment influences students' reading interests. This research found that both the physical element and the psychological element foster students' reading interest. Moreover, the teacher's strategies also enhance students' reading achievement. Overall, the research suggests that well-designed lessons, a positive reading environment, and engaging activities (like the "Literacy Tree") can significantly improve students' reading interest and achievement.

**Keywords:** Classroom environment, students' reading interest, and reading achievement.