CHAPTER I

INTRODUCTION

This chapter describes the reason why this research is conducted and why the topic is chosen. The discussion is presented in the following subtitles: Background, Research Question, Research Purposes, Research Significances, Theoretical Framework, and Previous Research.

A. Background

When teachers go into a classroom, what do teachers first see? Teachers will see students are sitting, moving, talking, writing, drawing, singing, dancing, crying, laughing, or even sleeping. A classroom environment is the place in which teaching and learning activity occurs (Syabilla, 2019). Moreover, a classroom environment is much more than just a location to store books, tables, and materials. The organisation of the classroom environment is a tool that facilitates the learning process, and the classroom design entails much more than tables, seats, and cupboards (Dogan and Dogan, 2018).

A classroom environment is necessary to support any teacher for teaching and learning activities to run smoothly in their class. A teacher's ability to create and maintain a positive classroom environment can either increase or decrease students' ability to learn and feel at ease as members of the class. According to Ozyildirim (2021), the ability to provide a safe and comfortable learning environment, both physically and psychologically to students can be defined as the classroom environment.

The quality of the classroom environment influences the feeling of safety and comfort for students, both physically and psychologically. According to Abulfathi, Mustapha, and Wali (2019), classroom physical facilities promote an effective and successful teaching-learning process. An effective teaching-learning process cannot be assured in the absence of these facilities. On the other hand, as Abulfathi, Mustapha, and Wali (2019) said if the classroom environment is not

conducive and pupils are uncomfortable in the classroom, they are more likely to pay divided or diverted attention to the instruction.

Educators and academics have demonstrated that classroom design has a significant impact on students' behaviour, learning performance, and achievement (Dogan and Dogan, 2018). Since the students' behaviour is influenced by the classroom design, it is connected to the students' attention while the teacher explains. So that they have good learning performance and achieve the material presented by the teacher. Still, both reading achievement and classroom environment are related to each other and every school owner aspires to academic success. The quality of teaching and learning at any establishment determines the level of academic excellence.

Creating a comfortable setting for students to read is critical because it impacts students' reading habit in the future. Manurung and Izar (2019) conveyed that reading is a vital skill that students must master since it is inextricably linked to the teaching and learning processes. Thus, teaching and learning process is influenced by a comfortable setting that trigger students' reading interest. Also, the lack of reading interest is affected by an unsupportive environment for students who intend to read.

Facilities and infrastructure in schools encompassthe physical environment and the various support structures that facilitate effective teaching and learning. Today's era really requires suitable facilities and infrastructure which keeps up with the times. Modern classrooms equiped with appropriate furniture, lighting, and ventilation can enhance the learning experience (Barret et al., 2019). This will make students feel safe and comfortable during learning, both physically and psychologically. This research is conducted at a Junior High School in Bandung. Problems at the research site include school operating hours and limited digital media facilities. At MTs Ar-Rosyidiyah, entry hours apply during the day, namely 12 noon to 5 pm. Reading activities at the school rely only on textbooks that divide one book for two students, without involving digital media such as projectors or cellphones. Moreover, based on preliminary observation, the

research site has limited facilities that can affect students' reading performance and the school hours starts at noon. Also, according to personal experience when attending school during the day and only being provided with books for reading, does not reduce interest in reading. Therefore, 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.

There are several studies related to this research. The first is a study conducted by Dogan and Dogan (2018) uncovers the opinions of students in fourth grade at a primary school about the classroom environment in their dreams. The findings indicate that a single study table, a private locker, an interactive smartboard, colourful furniture and design, fancy bulletin boards, a tidy environment and a clean environment were the general physical expectations of the students from the classroom environment. Whereas positive social relations with friends, positive communication with the teacher and the sense of success were the general emotional expectations of the students. The second study was carried out by Batubara, Derin, & Yudar (2020), this study aims to find out five factors influencing the students' motivational condition. The study found five factors influencing the students' motivational condition, for example, teacher's presence, personal attitude, Montessori materials, classroom conditions and friends' influence. Then, another study was investigated by Quirino (2020). This study looked into the significance of environmental quality and how it relates to user preferences and productivity. The result showed that the schoolchildren affirmed that they would prefer the temperature in the room to be lower. The other study was conducted by Sulistiyarini, Sukarno, and Triyanto (2021). The goal of this study is to learn more about the School Literacy Movement (SLM) as a strategy for increasing reading interest. The results of the present study revealed that the SLM habituation stage was able to increase students' reading interest by reading activities for fifteen minutes before learning. The effective reading activity was silent reading. The last study was explored by Nurdianingsih (2021), this study is

aimed at portraying teacher's strategies for teaching reading comprehension to students by involving an English teacher. The result revealed that the strategies used by the teacher were understanding text, individual and group learning strategy, and QAR strategy.

This research fills the gap left by the previous research. The differences this current research from previous studies is in this research there is an explanation of what kind of classroom environment that can foster students' reading interest and reading achievement in their dreams. Also, it examines the factors not only from the classroom environment but also from all facilities factors of the classroom as well. Moreover, it tends to explore proper classroom environment for students and also create a safe reading environment where students feel comfortable to get the best reading achievement. In addition, this study presents strategies that can be applied by teachers on how they can build a proper classroom environment for their students.

B. Research Questions

The challenges in this study are defined in the following questions based on the previous description:

1. What are the physical and psychological elements within classroom environments in Ar-Rosyidiyah Junior High School that contribute to foster students' reading interests?
2. What are the teacher's strategies to create a safe and comfortable classroom environment to foster students' reading achievement in Ar-Rosyidiyah Junior High School?

C. Research Purposes

This research is intended to address the following objectives based on the research questions:

1. To find out the physical and psychological elements within classroom environments in Ar Rosyidiyah Junior High School that contribute to foster students' reading interest.

2. To find out the teacher's strategies to create a safe and comfortable classroom environment to foster students' reading achievement in Ar Rosyidiyah Junior High School.

D. Research Significances

This research has several significances, there are:

1. Theoretical significance

This research is expected as a resource for anyone interested in conducting research in the classroom environment, especially the interest in reading and reading achievement for students.

2. Practical significance

Practically, this study's findings are expected to help teachers explore classroom environments for students that should be proper and also create a safe learning environment where students feel comfortable and can get the best reading achievement.

a. For students

This research and the data in it, hopefully, can help students find the solutions to their problems in dealing with the limitations of reading.

b. For teachers

Hopefully, this research can be a reference for teachers to make an appropriate environment for students in the classroom.

E. Theoretical Framework

The condition of the classroom environment can influence students' outcomes. According to Dogan and Dogan (2018), a single study table, an interactive smartboard, colourful furniture and design, a tidy environment, and a clean environment were the general physical expectations of the students from the

classroom environment. In contrast, positive social relations with friends and positive communication with the teacher are the students' general emotional expectations. Moreover, Karmila (2020) also claims that the classroom environment can be physical, such as classrooms, classroom furniture, classroom hygiene, tables, chairs, etc. The classroom environment can also be non-physical, for example, reaction, calm, and comfort. Another study revealed that the strongest contributing psychological factor to students was their perceptions of the social classroom environment Morin (2020). A positive social classroom environment is an important safeguard against students for example loneliness. Therefore, teachers can aid in preventing loneliness among students by facilitating a positive social environment in the class.

According to Latifah (2020), reading interest is a natural liking or mental tendency to read. Interest in reading is an activity carried out to find the meaning of writing and find information to develop intellectualism. It is supported by Pambudiyatno (2021), stated that reading interest contributes significantly to reading achievement. Reading interest can have a variety of good effects, including increased reading comprehension. As cited in Alfatihah and Tyas, Organization for Economic Cooperation and Development (OECD, 2019), Indonesia is one of the countries with the lowest reading interest in the world.

As stated by Wulandari (2023) reading achievement can be defined as the information dealing with the students' results for their reading achievement. Reading achievement usually refers to being able to use the skills that are needed to read grade-level material fluently and with understanding. Moreover, in international achievement studies such as PIRLS, reading achievement represents students' ability to extract relevant information from narrative and informational texts and to understand, use, and reflect on written texts in areas of life that are relevant to the individual (Mullis et al., 2015).

This research discussed the elements of classroom environment in fostering students' reading interest and reading achievement. Thus, the students can deliver their dream of a classroom environment that can foster students' reading interest

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and reading achievement. Also, it reveals teacher'strategies to create safe and comfortable classroom environment for fostering students' reading interest and reading achievement. Thus, this study focuses on the classroom environment and teacher's strategies in fostering students' reading interest and reading achievement at VIII grade in a Junior High School.

F. Previous Research

There are some previous studies which are related to this research. They consist of some information that support this research.

The first previous study was carried out by Batubara, Derin, & Yudar (2020), the purpose of this study is to identify five aspects that influence students' motivated state: The presence of the teacher, his or her attitude, Montessori items, the classroom environment, and the effect of friends. The subjects of this study were 55 students selected from five classes. Based on the study's findings, a good classroom environment helps boost students' learning motivation since it is a place where knowledge and good habits are shared and received.

The second previous study was conducted by Tyagi (2021). This study looked into the classroom environment and tried to explore unchartered territory and find ways for educators to create a soothing environment that would enable teachers and taught to work in a conducive environment. The classroom environment is a reflection of a teacher in making effective learning for students feel comfortable. Based on the study's findings, a combination of good classroom layout, effective preventive measures for behaviour problems and implementation of a joyful and engaging curriculum as well as actively involving all students in learning activities ensures that students' learning needs are met.

The third previous study was conducted by Prasetya & Ashadi (2020) and the purpose of this research is to investigate the teacher's strategies in the university in teaching reading and also try to explore the students' response toward the strategies. The participants involved in this research were 50 master's degree students in the English Education Department at a certain University in

Yogyakarta. This research used questionnaires and to collect the data more deeply, this research used in-depth interviews. The findings show that the teacher could boost students' interest in reading if the teacher could provide a transparent scoring system to assist them in obtaining a reflection. Therefore, using this strategy indirectly, the teacher forced the students to read to acquire good scores in reading activities. Thus, the teacher could enhance the students' reading interest if the teacher could combine a transparent scoring system and force in reading class.

Another study was conducted by Hanaysha, Shriedeh, & In'airat (2023), the purpose of this study was to add to the literature by confirming the mediating effect of student engagement between the selected parameters and academic performance. According to the study's conclusions, educational institutions should invest in improved ICT resources and facilities, train teachers to improve their abilities or restructure classrooms to improve the learning environment.

The last study was conducted by Karapeeva (2023). This study aimed to stimulate all senses, to provoke thinking, to engage different skills – reading, listening, writing and to develop social skills. Based on the findings, the traditional classroom environment is replaced with outdoor activities centered around reading, which is a basic skill, and a key to improving all other competencies.

To sum up, the past studies have different and similar objectives to this present study. The similarity of this current research with the previous studies is to identify the elements that influence students' reading interest and reading achievement in the classroom environment. While the differences with the previous research are the samples taken were 8th-grade students from MTs Ar Rosyidiyah in Bandung City, classes that had limited facilities, as well as their traditional classes. Furthermore, the investigation of classroom environment in fostering students' reading interest and reading achievement tends to reveal proper classroom environment for students. This also explores a safe classroom environment where students feel comfortable to get the best reading achievement.