

## **ABSTRACT**

The research reported in this paper centered to explore the implementation of SRSD media-based learning to improve students' writing motivation in learning narrative text and to analyze students and teachers' perceptions while learning about narrative text through SRSD media-based learning. This qualitative case study research was conducted in one of the Islamic senior high schools in Ciamis. This research involved a tenth-grader consisted of fifteen students and an English teacher in academic year 2021/2022. The data were collected using classroom observation, semi-structured interviews, and a close-ended questionnaire. The researcher coded, transcribed, and summarized the data with triangulation data analysis technique. The research finding showed that the teacher utilized six steps required to implement SRSD in the teaching and learning process namely develop background knowledge, discuss it, model it, memorize it, support it, and independence performance, even though the teacher did some modifications and adaptations to adjust it with the students' ability and the effective teaching time. The implementation of SRSD media-based learning could make the students more enthusiastic and improved their focus to write not be afraid to make mistakes since they enjoyed the teaching and learning process, it also "forced" students to learn by themselves without involving others too much. Additionally, it improves their motivation to analyze and construct a narrative text. Moreover, the teacher felt easier to conveyed the learning materials. Students also gave a positive atmosphere when the teacher used SRSD media-based learning in teaching narrative text. However, both of the students and the teacher stated that longer treatment with this method was needed by the students to improve their writing skills. Therefore, the future researcher could be using another teaching media to conduct SRSD media-based learning to improve another skill in English learning.