

ABSTRACT

RAIHANA PERMATASARI, 2025 “**THE USE OF CAKE APPLICATION IN LEARNING ENGLISH TOWARDS STUDENT’S SELF-DIRECTED LEARNING THROUGH THE TECHNOLOGY ACCEPTANCE MODEL (TAM) FRAMEWORK**”. English Education Department. Faculty of Educational Sciences and Teachers’ Training. Siliwangi University. Tasikmalaya.

This study explores the perceptions of junior high school students toward the use of the *Cake* application in supporting their self-directed English language learning, using the Technology Acceptance Model (TAM) as the theoretical framework. The research method used is a descriptive case study with data collection through semi-structured interviews with three junior high school students and then analyzed using the thematic analysis theory of Braun and Clarke (2006). The results of the study revealed two main themes: (1) Perceived Usefulness of *Cake* Application and (2) Perceived Ease of Use of *Cake* Application. The findings indicate that students viewed the application as a highly effective tool for improving English skills, particularly in listening, pronunciation, and vocabulary acquisition. Furthermore, these results suggest that mobile applications like *Cake* can play a significant role in promoting self-directed learning, especially when learners perceive the technology as both useful and accessible. Hopefully, by integrating user-friendly digital tools into English learning not only supports language development but also nurtures learner autonomy among junior high school students.

Keywords: *Cake* application, English language learning, Junior high school, Self-directed learning, Technology Acceptance Model