

## **ABSTRACT**

Faizah, Annisa. 2021. The implementation of teachers' pedagogical and professional competences in authentic assessment. Advisor 1) Puji Astuti, S.Pd.,M.Pd., Ph.D., Advisor 2) Dr. Djoko Sutopo, M.Si.

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Pedagogical and professional competencies that are the core competencies among the whole competencies for teachers should be mastered well by the English teachers. These competencies have a close relationship between those competencies with teachers' abilities. In this sense, the teachers should apply and perform the high-quality teaching and learning process. The teachers become the most important persons that can help and motivate students to learn more on how to improve their ability to master materials they got from the teachers, especially by doing the authentic assessment. Many problems still exist after the implementation of the 2013 curriculum. Most of the problems occurred because of the lack of teachers' pedagogical competence and teachers' professional competence. I found the problem in SMA N 1 Jepara. SMA N 1 Jepara, the pilot school in Jepara. This thesis aims to explain how teachers' pedagogical competence, teacher's professional competence, and authentic assessment implementation of the English teacher in Senior High School 1 Jepara. The subjects of the study consisted of the English teachers of Public Senior High School 1 Jepara. The data were collected with the observation checklist, questionnaire, and interview. The data were analyzed with Miles and Huberman's model. The results were triangulated with the observation. The teacher manifested her pedagogical competence into the plan implementation, evaluation, and reflection. However, she missed out on two components of pedagogical competence. They were providing corrective feedbacks and proper reflection stage. The way she applied authentic assessment was only with the project. She was aware of the function of authentic assessment. It was proven that she did not level up the learning activities when the learners had not passed a certain criterion he determined. However, since she did not provide corrective feedbacks, the learners felt that the teacher only assessed the final project product. Moreover, the teacher did not provide a proper evaluation. She only provided the right examples so it made the learners could not arrange their plans. This situation could be improved if the teacher developed her academic qualification and competence continuously based on science, technology, and artistic advancement. Teachers should have this feature to be more professional.