To make successful teaching and learning process, the teachers need a curriculum as a teaching plan to help them. As the importance of curriculum, the syllabus also holds the important role to help improve educational practices and achieve the goal of teaching learning. In syllabus development, the teachers have to create a good syllabus in order to make students understand the materials easily. In developing good syllabus, the completeness of syllabus is quite needed. The complete syllabus means that syllabus components cover the whole competence domains in Bloom’s Taxonomy, such as cognitive, affective, and psychomotor domain. In this research, the syllabus component was indicator and the writer focused on cognitive domain because this domain is often applied more dominantly by the teacher in syllabus development rather than the other domains of Bloom’s Taxonomy. Therefore, this study concerned with the completeness of syllabus development based on the cognitive domain of Bloom’s Taxonomy developed by the English teacher of the first year students at SMAN 1 Ngunut Tulungagung. Here, the purposes of this study were to investigate the completeness of syllabus development based on the cognitive domain of Bloom’s Taxonomy and the components of cognitive domain covered in syllabus development developed by the English teacher.

The research design of this study was descriptive research design because the writer wanted to describe the current status of a problem. The current status of a problem in this research was the completeness of syllabus development based on the cognitive domain of Bloom’s Taxonomy developed by the English teacher of the first year students. In this research, the writer took English syllabus of the first year students as a research object. The instrument used in this study was official document. After getting the data, then the writer analyzed them by using a checklist. The finding of this study showed that the completeness of syllabus development based on the cognitive domain of Bloom’s Taxonomy was 50.59%. It was categorized as Poor. Next, the writer found that the components of cognitive domain covered in syllabus development developed by the English teacher were knowledge, comprehension, application, analysis, and synthesis.