

## ABSTRACT

For most Indonesian students, English is not an easy subject to learn. That is also the case with to-infinitive, as a non-finite part of English verb. Students cannot learn English by ignoring to-infinitive, since to-infinitive is often found in writing and it is often used in speaking. Basing on that, the writer focuses her study on to-infinitive.

The first aim of this thesis is to find out the difficulties SMA students face in learning to-infinitive. The second aim is to find out the possible causes for having the difficulties. Basing on the findings, the writer will suggest a way of teaching to-infinitive to SMA students.

In composing this thesis, the writer conducts a sample survey on the students' mastery of to-infinitive. The writer assigns four kinds of tests given to the second year, the third semester, of students of SMA BOPKRI II of A1, A2, and A3 programs in the academic year of 1989/1990. The data obtained is analyzed based on error analysis.

The findings show that no group can achieve 75 % of correct items or more in all tests. Individual achievement shows that only a very small number of students can achieve 75 % of correct items or more in the tests. Since less than 85 % of students can achieve 75 % of correct items, the students are considered as failing to master to-infinitive. The difficulties the students find refer to the errors they make. The writer identifies seven major error classifications that cover 26 kinds of errors. However, the writer notes some kinds of errors that are more prominent than others, since they are high in number: the omission of infinitive marker to, the addition of infinitive marker to, the misformation of to-infinitive for -ing participle, the misformation of -ing participle for to-infinitive, the misformation of -ing participle for

bare infinitive, the misordering of to and infinitive, and wrong meaning of sentence containing to-infinitive.

It is found out that there are three possible causes for students' producing errors in learning to-infinitive. They are the nature of English concerning its rule restrictions, the students' mother tongue, and the present teaching.

Finally, the writer tries to suggest a way of teaching that is based on the Communicative Approach. This is particularly based on the writer's consideration that the Communicative Approach is being adopted in English teaching in Indonesia, as a reaction to the criticism that English teaching puts too much emphasis on structure. However, this does not mean that structure is put away. It is still needed to lead to communication.

The suggested way of teaching is also based on the findings the writer gets from the data. Hopefully, this suggestion will be helpful for teachers of English in teaching to-infinitive to SMA students.