

## ABSTRACT

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

The aim of this thesis is to find out the answer whether students graduating from various high schools in Indonesia still find difficulties in learning the English infinitive phrase. Then, if so, the kinds of difficulties the students possibly face and their possible causes of errors will be identified.

Furthermore, the methodology that I used to achieve the above goal is by conducting a sample survey. I assigned three kinds of tests to the second semester students of the Department of English Language Education Faculty of Language and Arts Education in, Sanata Dharma in Yogyakarta in early May 1992. I also collected the students' writing papers in order to add my data for the research of finding out the possible causes for having the difficulties.

The findings show that no group can achieve 75 % of correct answers or more in all the tests and writing papers. Individual achievement shows that only a small number of students can achieve 75 % of correct answers or more in the tests and correct forms in the writing papers. Since less than 85 % of the students can achieve 75 % of correct answers, the students are considered as failing to master the infinitive phrases. The difficulties the students find refer to the errors they make. Most students' errors are the addition and the omission of the infinitive marker to, the misformation of the three non-finite parts of verb, namely the *to-infinitive*, *bare*

*infinitive and -ing form.*

It is found out that there are four possible causes for students' producing errors in learning the infinitive phrases. They are the nature of the target language concerning its rule restriction, the students' mother tongue, the present teaching and the intralingual interference.

Finally, I try to suggest a way of teaching that is based on the Communicative Approach. This is particularly based on my consideration that the Communicative Approach is being adopted in the English teaching in Indonesia as the English teaching puts too much emphasis on structure.

The suggested way of teaching is also based on the findings that I get from the data. Hopefully, this suggestion will be helpful for teachers of English in teaching the infinitive phrases to the students.

