

BIRZEIT UNIVERSITY

Department of Electrical & Computer Engineering  
ENCS2380 - Computer Organization and Microprocessor

## **Project II (Assembly)**

**Prepared by:** Mohamad Milhem

**ID number:** 1211053

**Instructor:** Dr. Abualseoud Hanani

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## **Abstract**

In this project, we aim to build an assembly program containing 3 procedures, each of which has specific work to do by modifying two strings.

This will improve our ability to read, write, and understand assembly language. Also will make us comfortable with using ARM instructions and also develop problem-solving and thinking skills.

# Contents

<b>1</b>	<b>Theory</b>	<b>1</b>
1.1	Assembly language . . . . .	1
<b>2</b>	<b>Program Code</b>	<b>2</b>
2.1	Procedure 1: TO SMALL . . . . .	2
2.1.1	Procedure 2: Count Common . . . . .	2
2.2	Procedure 3: Encrypt . . . . .	4
<b>3</b>	<b>Execution Example</b>	<b>6</b>
<b>4</b>	<b>Conclusion</b>	<b>9</b>

# 1 Theory

## 1.1 Assembly language

In computer programming, assembly language (or assembler language, or symbolic machine code), often referred to simply as Assembly and commonly abbreviated as ASM or asm, is any low-level programming language with a very strong correspondence between the instructions in the language and the architecture's machine code instructions. Assembly language usually has one statement per machine instruction (1:1), but constants, comments, assembler directives, symbolic labels of, e.g., memory locations, registers, and macros are generally also supported.

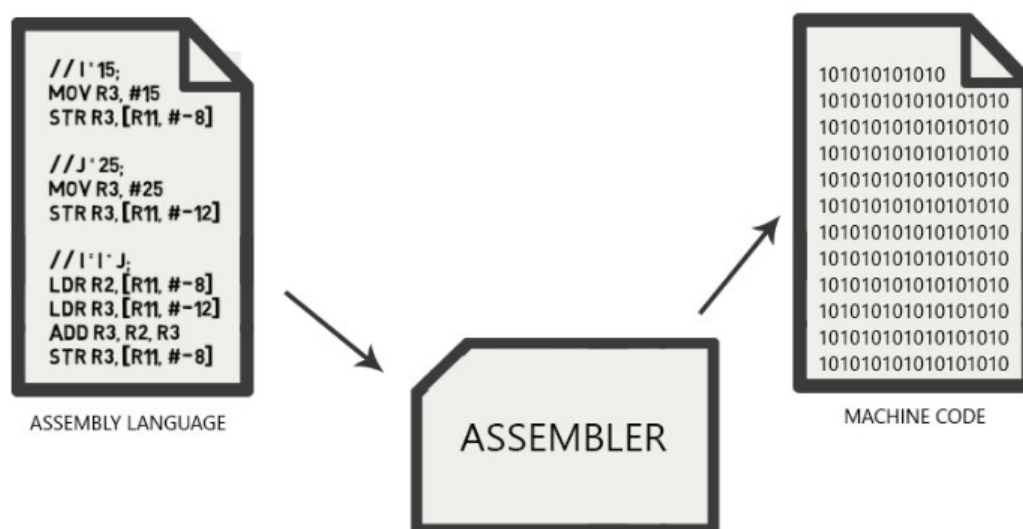


Figure 1.1: Assembly to Machine Code

## 2 Program Code

### 2.1 Procedure 1: TO SMALL

In this procedure, given a string, we want to convert all its characters to small letters. we start by loading  $R_0$  with the string address that we want to read and we also load  $R_1$  with the address we want to start writing the new lowercase string on.

```
111 TO_SMALL PROC
112
113 LOOP1
114     LDRB R2, [R1]
115     CMP R2, #0 ; the end of the string
116     BEQ exitloop
117
118     CMP R2, #0x20 ; skipping the space char
119     BEQ next
120
121     CMP R2, #0x5A ; ascii code for 'Z' if the char is less or equal to 'Z' it's capital, otherwise, it's small
122
123     BLS Capital
124     ; Already small
125     B next
126 Capital
127     ;CAPITAL, convert it to small
128     ADD R2, #0x20
129     ADD R3, #1
130 next
131
132     STRB R2, [R0] ; storing the small letter.
133
134     ADD R0, R0, #1 ; increase the reading address pointer by 1
135     ADD R1, R1, #1 ; increase the writing address pointer by 1
136
137     B LOOP1
138 exitloop
139     BX LR
140     ENDP
```

Figure 2.1: TO SMALL procedure

The procedure starts with a loop "LOOP1", first we load the first character of the string on  $R_2$ , and we check the exit condition if this character was equal to 0, we exit.

Else, we continue by comparing it to the space character, if space were detected we have just to store it in the writing address and skip to the next character. If it's not a space, we compare it with 'Z' character, if the character were less or equal to 'Z' then it's a capital character. so we have to convert it to a small one by adding 32 to its value.

In the end, we store the small letter on the writing address and increase the reading and the writing address pointers by 1 to move to the next character.

#### 2.1.1 Procedure 2: Count Common

In this procedure, given two strings, we want to count how many characters are common between them, the approach used here is using outer and two inner loops, the outer loop will iterate from 'a' to 'z' and in each iteration of the outer loop, the first inner loop will iterate over the first string and put a flag on if the character appears in the first string.

Similarly, in each iteration of the outer loop (for each character from 'a' to 'z'), the second inner loop will iterate over the second string and put a flag on if the character appears in the

second string.

If the two flags were on in the same iteration (the same character appears in the first and second string), this means this character is a common character, so we increase the counter by 1.

**Note: this procedure is long so we will break it into parts.**

```
144 Count_Common PROC
145     LDR R2, = 0x61 ; load R2 = 'a'
146
147 LOOP2                ;; Looping through the letters from 'a' to 'z' small
148     LDR R0, = String1
149     LDR R1, = String2
150     MOV R6, #0
151     LOOPSMALL_1        ;; looping through the first string and increase R6 is small or capital match is found
152                        ;; (There is a char in string1 that is equal to char stored in R2).
153     LDRB R4, [R0]
154
155     CMP R4, #0
156     BEQ exit1
157
158     SUBS R5, R2, R4
159     BEQ SAME1          ; SAME CHAR IN R2
160     CMP R5, #32        ; SAME CHAR IN R2 But Capital
161     BEQ SAME1
162
163     B next1
164 SAME1
165     ADD R6, #0x1
166     B exit1
167 next1
168
169
170
171     ADD R0, #0x1
172     B LOOPSMALL_1
173 exit1
```

Figure 2.2: Count Common procedure part 1

As shown in the previous figure, we start the method by loading the value of 'a' to R2 which will iterate over all the characters from 'a' to 'z'.

'LOOP2' is the outer loop that will iterate over all the characters, we also can see the first inner loop which will iterate over all the characters of the first string and add one as a flag to R6 and exit when a match is found.

```

174
175 LOOPSMALL_2      ;; looping through the second string and increase R6 is small or capital match is found
176                ;; (There is a char in string2 that is equal to char stored in R2).
177                LDRB R4, [R1]
178
179                CMP R4, #0
180                BEQ exit2
181
182                SUBS R5, R2, R4
183                BEQ SAME2
184                CMP R5, #32
185                BEQ SAME2
186
187                B next2
188 SAME2
189                ADD R6, #0x1
190                B exit2
191 next2
192
193
194
195                ADD R1, #0x1
196                B LOOPSMALL_2
197 exit2
198

```

Figure 2.3: Count Common procedure part 2

As shown in the previous figure, "LOOPSMALL 2" is very similar to the first inner loop we talked about in part 1, it has the same job but this time over the second string. if a match is found  $R_6$  is increased again and the loop will terminate.

```

199                CMP R6, #0x2
200                BEQ COMMON_CHAR ;; if R6 is equal to 2 then the char in R2 appeared in string1 and in string2 so it's a common char.
201                B SKIP
202 COMMON_CHAR
203                ADD R3, #0x1
204                SKIP
205
206                ADD R2, #0x1
207                CMP R2, #0x7B
208                BNE LOOP2
209
210
211                BX LR
212 ENDP
...

```

Figure 2.4: Count Common procedure part 3

In this part, the only work remaining is to check if  $R_6$  is equal to 2 which means that the character we are considering now appeared in both strings so it's a common character. so we add 1 to the counter ( $R_3$ ) and continue to check the next character by increasing  $R_2$  by 1.

## 2.2 Procedure 3: Encrypt

In this procedure, we are given a string and we want to encrypt it by inverting the binary representation of each character in it.

```

216 Encrypt PROC
217     LDR R3, = 0xFFFFFFFF
218 LOOP3
219     LDRB R2, [R1]
220     CMP R2, #0
221     BEQ exit3
222
223     EOR R2, R2, R3
224
225     STRB R2, [R0]
226
227     ADD R0, #0x1
228     ADD R1, #0x1
229
230     B LOOP3
231
232 exit3
233     BX LR
234 ENDP
235
236
237     END

```

Figure 2.5: Encrypt procedure part 3

The work here is simple, we will iterate over the string and load the characters one by one, on R2, we will XOR them with R3 which all of its bits equal to 1, this action will invert all of the bits in R2 and then we store the new value of the character in the writing memory address.



### 3 Execution Example

First, we should declare our variables, we do so by adding them into two DATA areas, one for reading-only data, and the other one for reading-writing data.

```
26      AREA Strings, DATA, READONLY ; Declaring the two sentences.
27      String1 DCB "HELLO WORLD",0
28      String2 DCB "Bye World",0
29
```

Figure 3.1: READONLY Data Area

```
30      AREA Texts, DATA, READWRITE
31      TEX1 SPACE 20
32      TEX2 SPACE 20
33      Count1 SPACE 1
34      Count2 SPACE 1
35      COMMON SPACE 1
36      ENCRYPT1 SPACE 20
37      ENCRYPT2 SPACE 20
```

Figure 3.2: READWRITE Data Area

To do the first task, we should initialize a pointer to the reading address and to the writing address and a counter to count the number of characters converted to small.

```
62      LDR R0, = TEX1 ; using the procedure TO_SMALL to convert the String1 to small letters and store it in TEX1
63      LDR R1, = String1
64      MOV R3, #0
65      BL TO_SMALL
66      LDR R0, = Count1
67      STRB R3, [R0]
```

Figure 3.3: initializing to call the TO SMALL procedure with the first String

R0 is the writing address pointer, R1 is the reading address pointer, R3 is the counter and after calling the procedure we store R3 in the memory address equal to Count1.

```
71      LDR R0, = TEX2 ; using the procedure TO_SMALL to convert the String2 to small letters and store it in TEX2
72      LDR R1, = String2
73      MOV R3, #0
74      BL TO_SMALL
75      LDR R0, = Count2
76      STRB R3, [R0]
```

Figure 3.4: initializing to call the TO SMALL procedure with the second String

Same as before, but for the second string.

For the following input, the output will be like this.

```
26      AREA Strings, DATA, READONLY ; Declaring the two sentences.
27      String1 DCB "HELLO WORLD",0
28      String2 DCB "Bye World",0
29
```

Figure 3.5: Example input TO SMALL

Memory 1	
Address:	0x20000000
0x20000000:	hello world.....bye world.....
0x20000050:	.....
0x200000A0:	.....
0x200000F0:	.....
0x20000140:	.....

Figure 3.6: Example Output TO SMALL

0x20000028: 0A 02

Figure 3.7: Example Output Counter1 and Counter 2, respectively

Moving on Counting the common characters.

```

81 ;
82 ;; Calling the procedure Count_Common to count the common letters between two strings.
83 ;; Storing the address of the first String in R0
84 ;; Storing the address of the second String in R1
85 ;; Storing the count value in R3
86 ;
87
88 LDR R0, = String1
89 LDR R1, = String2
90 MOV R3, #0
91 BL Count_Common
92 LDR R0, = COMMON
93 STRB R3, [R0]

```

Figure 3.8: initializing to call the Count Common procedure

R0 is a pointer to the first string, R1 is a pointer to the second string, and R3 is the common characters counter.

```

26 AREA Strings, DATA, READONLY ; Declaring the two sentences.
27 String1 DCB "HELLO WORLD",0
28 String2 DCB "Bye World",0
29

```

Figure 3.9: Example input Counting Common

0x2000002A: 06

Figure 3.10: Example Output Procedure Counting Common

Moving to encryption.

**NOTE: in the code attached with this report the encryption is for the two strings as ordered but to have a meaningful run we will encrypt and decrypt the same string so we will have the original one back when the process is finished.**

```
97      ;; Encrypt the first string (address in R1), Destination address in R0
98      LDR R0, = ENCRYPT1
99      LDR R1, = String1
100     BL Encrypt
101
102     ;; Encrypt the first string (address in R1), Destination address in R0
103     LDR R0, = ENCRYPT2
104     LDR R1, = ENCRYPT1
105     BL Encrypt
106
107     STOP
108     B STOP
```

Figure 3.11: initializing to call encrypt procedure

As we have mentioned, we will encrypt and decrypt the encrypted string so we will get the same string as the original one and run a meaningful example. The code attached to this report will have two calls for the encrypt procedure with the two strings as ordered in the project.

The image shows a screenshot of a terminal or debugger output. It displays the memory address 0x2000003F followed by a colon and the string "HELLO WORLD". The text is rendered in a stylized, multi-colored font with a slight shadow effect.

Figure 3.12: Example output Procedure encrypt

## **4 Conclusion**

In this project, we have implemented an assembly program that contains 3 procedures that modify two strings. Each procedure has its own way of working. we put a lot of ARM assembly instructions that we have learned in the class into an application.

As all of the above code was written and applied in Keil uvision 5 software, we developed some knowledge in using it and working with ARM assembly with it.

Finally, I would mention that solving these problems in the assembly language requires much more thinking process than solving them in a high-level language like C or Java, this also can develop problem-solving skills and simple thinking in students.

## List of Figures

1.1	Assembly to Machine Code . . . . .	1
2.1	TO SMALL procedure . . . . .	2
2.2	Count Common procedure part 1 . . . . .	3
2.3	Count Common procedure part 2 . . . . .	4
2.4	Count Common procedure part 3 . . . . .	4
2.5	Encrypt procedure part 3 . . . . .	5
3.1	READONLY Data Area . . . . .	6
3.2	READWRITE Data Area . . . . .	6
3.3	initializing to call the TO SMALL procedure with the first String . . . . .	6
3.4	initializing to call the TO SMALL procedure with the second String . . . . .	6
3.5	Example input TO SMALL . . . . .	6
3.6	Example Output TO SMALL . . . . .	7
3.7	Example Output Counter1 and Counter 2, respectively . . . . .	7
3.8	initializing to call the Count Common procedure . . . . .	7
3.9	Example input Counting Common . . . . .	7
3.10	Example Output Procedure Counting Common . . . . .	7
3.11	initializing to call encrypt procedure . . . . .	8
3.12	Example output Procedure encrypt . . . . .	8

## List of Tables