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COMPARATIVE STUDY ON COMMAND SENTENCE IN ENGLISH AND ARABIC

A THESIS

Submitted To English Education Department of Tarbiyah Faculty of Syekh Nurjati State
Institute for Islamic Studies in Partial Fulfillment of the Requirement for The Scholar
Degree Of Islamic Education



Arranged by:

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ABSTRACT

AZZAH FAUZIYAH: Comparative Study on Command Sentence in English and Arabic

Grammar of language is a set of rule that governs its structure. It determines how to arrange words so that constructing a meaningful unit. Every language has different rule in its grammatical.

This thesis presents about the grammar of English and Arabic language especially about command sentence in English and Arabic. Both English and Arabic command sentence is quite interesting to be analyzed. So this thesis analyzed the comparison on command Sentence in English and Arabic. The main goal of this thesis is to describe the comparison Command Sentence in English and Arabic.

This study presents to answer the following questions: 1) what are the command sentence in English?, 2) what are the command sentence in Arabic?, 3) what are the comparison command sentence in English and Arabic.

The writer uses qualitative research as a method of this thesis since the data is in the form of written words. There are several steps in analyzing the comparison on command Sentence in English and Arabic. First of all the writer should need and read to the English and Arabic grammar books. After that the writer should understanding all about definition, function and uses of English and Arabic command sentence. The next step is identifying and classifying the command sentence in English and Arabic. The last step is describing and interpreting the comparison on command Sentence in English and Arabic. In the thesis, the writer conducts library research to find further and some theories related with subject matter.

Finally, the thesis applies comparing analysis command Sentence in English and Arabic. in sentences in order to show their comparison and differences in function, uses and inflections.









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RATIFICATION

his thesis entitled "Comparative Study on Command Sentence in English and Arabic In Book everybody's Conversational English Grammar (bilingual Arabic-English) By Dr. M. Ezzat", written by Azzah Fauziah Register Number 1410130005 has been examined on October 17th 2014. It has been recognized as one of requirements for graduate degree in English education department of Tarbiyah faculty, English study program, Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In communicating people need to choose language in order do not happen understanding in communication. There are various languages in this world and people use it based on their need. There is first language that is language that used by human being since he was born it is also called mother language.

Mother tongue is the first language learned by anyone. And the person called native speakers of the language. Usually a child learns the basic of their first language from their family. Proficient in mother tongue is very important to do for subsequent learning process because mother tongue is regarded as a basic way of thinking. If the proficient is less than a first language can make difficult to learn another language.

The second is foreign language that is a language that learned and it is not used commonly in a community. Foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to, i.e. an English speaker living in Japan can say that Japanese is a foreign language to him or her. These two characterizations do not exhaust the possible definitions, however, and the label is occasionally applied in ways that are variously misleading or factually inaccurate.

Most of people that have education have learned about foreign language. There are so many foreign language in Indonesia is learned in some school like English, German, Chinese, Arabic etc. but the writer will focus on English and Arabic.

English become one of language can increase the advance and prosperity of the world (Yunsirno, 2010: 18). English was spread out in many countries so that many people in the world know about English language. Therefore, it can be used to communicate with travelers from other countries, who communicate by using the English global inter lingua while travelling aboard.



English also is a special language because it is used in various things in human daily life. Especially in science and technology which more develop so that will influence all things related to human activity such as education, business, medical, etc.

Secondly, Arabic language also is important. It has the role important especially for Muslim because it is a language that used in holly Qur'an. The holy Qur'an is a human guidance life. To understand the holy Qur'an, Muslim people have to know Arabic language. Besides that have been mentioned about the foundation of the important of Arabic language in the holy Qur'an (Surah Yusuf: 2) that is "verily, we have sent it down as an Arabic Qur'an in order that you may understand.

Arabic has 28 consonant (English 24) and 8 vowel/ diphthongs (English 22). Short vowels are unimportant in Arabic, and indeed do not appear in writing. Texts are read from right to left and written in a cursive script. No distinction is made between upper and lower case, and the rules for punctuation are much looser than in English. Unsurprisingly, these fundamental differences between the Arabic and English writing system cause Arab learner significant problem. They usually need much more time to rite or read than their English-learning peer from the indo-European language families.

All languages have rules which tell us how words are formed and how they are put together into sentences. These rules are the 'grammar' of the language. Different languages have different rules. My statement same with (Lake Charles, Los Angeles (2003: xvi). He said that "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units."

Grammar in English is one of aspects in English language learning. It is very important to learn and master. If we don't understand about grammar we can not speak English well and also we can not write in English language well. That's why? Because, grammar can influence other aspects of English learning such as speaking, listening, and writing. Grammar is something that attracts the attention of a variety of people in the community-teachers, parents, academics, politician, talk show hosts, writers to editor and guardians of good taste (collerson, 1994, p.1). grammar is defined as a way of describing how language works to make meaning within a particular culture (Derewianka, 1998, p.1). According to Wikipedia 2008:



Grammar is the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage books and style guides that call themselves grammars may also refer to spelling and punctuation.

From that statement, we have know that grammar not only teach about structure of sentences but also teach about morphology, syntax and phonology. Everyone has skill to speak since they child, acquire the grammar of their language starting from childhood naturally. To improve their knowledge about grammar everyone have to study and practice the grammar it self. Sometimes grammar can be scary something. But if we learn it well, it can be something interest.

“The grammar of language is the description of the way in which words can change their form and can be combined in to sentences in that language. If grammar rules are too carelessly violated, communication may suffer” (harmer: 12). With understanding grammar rules can help writers and speakers use language in a way that will make their ideas heard and help them communicate with the largest possible audiences. Besides that with grammar the message of someone’s written and spoken will understand by the other easily.

There are two kinds of sentences for using grammar in every sentence that are Nominal and verbal form. We use nominal form when there is no verb in sentence and verbal form is the sentence that has verb. Verbs in Arabic called *الفعل*, verbs express the action (or sometimes a process or a state) in the sentence. Verbs can be transitive (taking an object: I ate the apple.) or intransitive (no object: I walk to work).

There is no infinitive form in Arabic. Examples of infinitives in English are: to be, to have, to go, to study. The forms of verbs can also indicate a number of other grammatical notions (called grammatical categories) such as voice, tense and mood. Voice indicates the perspective of an event which is being adopted by the speaker. Active voice is the “normal” way of using a verb (The tiger ate the little boy - the tiger *actively* did something to something else), while passive voice is the other way round (The little



boy was eaten by the tiger - the little boy had something *done* to him). Tenses give some indication of time. Most languages distinguish between the broad categories of present (e.g. I play tennis. You are reading a book), past (e.g. I played tennis. You were reading a book) and future (e.g. I will play tennis. You will be reading a book). Some languages have further subdivisions within each of these categories. In Arabic there are two tenses: past (or perfect) and present (or imperfect), e.g., He went, he goes; يذهب ، ذهب.

In Arabic grammar, command sentence are considered a third category of verbs in addition to the perfective المَاضِي and the imperfective/المُضَارِعُ المَجْزُوم. The imperative verbs are "built" verbs since they do not undergo 'i"raab or mood inflection. Now the researcher will focus in command sentence.

Commands are very easy to use. Begin the sentence with a verb and end with an object, a person or a thing. In this research the writer will focus explain about command sentence in English and Arabic and will be tell in the next chapter.

B. Focus of the Study

The writer focus of the research in this thesis is in grammar. It is very important to learn and master. So many materials in grammar such as tenses, parts of speech, clause, conditional sentence, mood etc. but for this thesis the writer just focus explain about command sentence for the position in a sentence. In english command express in a sentence .But, in arabic command express with a “verb”.that’s why the writer taken the focus of study in grammar.

C. The Formulation of the Research

a. Research Identification

In research identification, the researcher shows problem in comparative study on command sentence in English and Arabic. The researcher has told in the background about English and Arabic especially for command sentence. There are so many problem that the researcher will identify and analyze about it. It is important to learn and analyze. Then the researcher arranges the identification of the problem referred to the background of the problem above, those are:





1. The field of the research

The field of the study of the research is grammar.

2. The kinds of the problem

This study entitled “comparative study on command sentence in English and Arabic”. This research focuses on command sentence in English and Arabic. The field of the study of the research is grammar.

From the title of the thesis and background of the problems in which have explained, the researcher finds out and list several problem to be identified in this study, there are:

- What are the command sentences in English?
- What are the command sentences positions in English?
- What are the command sentences in Arabic?
- What are the command sentences positions in Arabic?
- What are the difficulties of student in study command sentence in English?
- What are the difficulties of student in study command sentence in Arabic?

3. The main problem

The main problem in this research is some student’s difficulties in differentiating of command sentence in English and Arabic.

b. Delimitation of the Research

Delimitation of problem in this research is deal with title, “comparative study on command sentence in English and Arabic”. In this research, the researcher has identified about this phenomena. And the writer has limitation of the research describe about comparing command sentence in English and Arabic. And the position of the writer is qualitative approach that result descriptive data through the written word.

c. Research Questions

The writer formulates the questions of the research into three questions that are:

1. What are the command sentences in English?
2. What are the command sentences in Arabic?
3. What are the comparisons of command sentences between English and Arabic?

D. The Aims of the Research

The aims of the research “the comparative study on command sentence in English and Arabic” are:

1. To find out command sentence in English.
2. To find out command sentence in Arabic.
3. To find out the comparison command sentence in English and Arabic.

E. The Significance of the Research

In this study, the writer expect that the research paper have benefits both practical and theoretical significance. Namely:

1. Significance of the research theoretically
 - a) The finding of the research can enrich the theory of English and Arabic language learning.
 - b) The reader will get a large knowledge about some comparison and differences on command sentence in English and Arabic.
2. Significance of the research practically
 - A. The result of the research paper can be used as input in English or Arabic teaching learning process.
 - B. The result of the research paper can be used as the reference for those who want to conduct a research in English or Arabic.

F. Previous Studies



For previous studies, the writer found a journal (vita karepouwan: 2013) told about command sentence in novel “the kill order”. In this journal the author told about command sentence in the novel, how the ways to make command sentence, and some function of command sentence. The author also purposed to find out the forms and function of command sentence in the novel *The Kill Order* by James Dashner. The similarity with my research is same explain about command sentence, but the different is in my research comparing command sentence in English and Arabic.

The book of Elizabeth O'Brien, 2004. It has told about specific of command even she writes about the diagram of command sentence it self. But, she just tells generally the diagram, there is no the explanation about the diagram. So, in this thesis also the writer give some explanation about the diagram.

G.

Theoretical Foundation

In theoretical foundation the researcher discussed about some theories needed and used in understanding this study.

1. Sentence in Arabic

In Arabic language there are two types of sentences: The Nominal Sentence. This sentence starts (mostly) with a noun. The Nominal Sentence - *الْجُمْلَةُ الْأَسْمِيَّةُ*

A nominal sentence follows the following rules:

- It (originally) starts with a noun or a pronoun.
- It has two parts. The first part is the “subject” of the sentence and is called /Mubtada’/ and the second part is the “predicate” and called /Khabar/.
- The subject /Mubtada’/ should always be a noun or a pronoun but it is not necessary for the predicate /Khabar/ to be a noun or a pronoun so it may or may not be a noun.
- Each of the subject /Mubtada’/ and the predicate /Khabar/ are originally in the nominative case i.e. the last letter takes a single /ḍammah/ if definite (with definite article /al/) and takes two /dhammas/ if indefinite (without the definite article al).
- /Mubtada’/ is the subject of the sentence i.e., it represents a person or thing which is described in a sentence and the /Khabar/ is the description or the explanation of the /Mubtada’/ e.g., when it is said Muhammad is standing then “Muhammad” is the



subject and "is standing" describes his condition and is the predicate. Similar is the case with Arabic sentences.

| Translation | Transliteration | Arabic |
|--------------------------------------|-------------------------------------|------------------------------------|
| Ahmad is a student | /Aḥmadu tâlibun/ | طَالِبٌ أَحْمَدُ |
| He is a good student. | /Huwa tâlibun jāyyidun/ | طَالِبٌ جَيِّدٌ هُوَ |
| Muhammad went out of the university. | /Muhammadun kharaġa minal ĵāmiġati/ | خَرَجَ مِنَ الْجَامِعَةِ مُحَمَّدٌ |
| Khalid is in the hospital. | /Khâlidun fil mustashfâ/ | فِي الْمُسْتَشْفَى خَالِدٌ |

- In the above sentences all the words appearing in red are the /Muftada' which must be noun or pronoun while the remaining parts of the sentences in black are the /khabar/. A /muftada' must be in the nominative case and takes –originally- single /ḍammah/ when definite and two /ḍammas/ when indefinite.
- Therefore the subject /Muftada' is always a single noun or pronoun, while the predicate /Khabar/ can be of the following types:

| Types of /Khabar/ | English | Arabic |
|---------------------------------------|-----------------------------------|-------------------------------------|
| A Noun /Ismun/ | Muhammad is a student. | مُحَمَّدٌ طَالِبٌ |
| A nominal Sentence /jumla Ismiyya/ | Ahmad, his father is intelligent. | أَحْمَدُ وَالِدُهُ ذَكِيٌّ |
| A verbal Sentence /jumla Fiġliyya/ | Khalid went to the hospital. | خَالِدٌ ذَهَبَ إِلَى الْمُسْتَشْفَى |
| An expression with | Fatima is in the kitchen. | فَاطِمَةٌ فِي الْمَطْبَخِ |



| | | |
|-----------------|--|--|
| a preposition | | |
| /jār wa Maġrūr/ | | |

- When the /Khabar/, is a nominal sentence (/jumla ismiyyah/), a verbal sentence (/jumla fiʿliyyah/) or a prepositional phrase (/jār wa maġrūr/) it will **not** be signed with the main sign of the nominative case (a /ḍammah/ or /ḍammatain/) because each word in these structures will be signed according to its own position in the small sentence.
- In this section we have learnt many principles and rules. Please go over this section a few times as the rules we have learnt are very important for understanding later lessons. Please remember that revision is a very important part of the learning process and you have to have a foundation to build upon and progress. If that foundation is weak, then learning the language will become more difficult. Our goal is to make the learning process an easier and more enjoyable one, In-Shāʾ-Allāh (God willing). We will continue revising these principles so please do not worry if everything is not clear or understood at this stage.

The Verbal Sentence meaning /Al jumlatul Fiʿliyah / - this sentence starts (mostly) with a verb.

- Please read the following carefully and note the difference between the sentences:

| | The Nominal Sentence | The Verbal Sentence |
|-------------------|-------------------------------------|-------------------------------------|
| | الْجُمْلَةُ الاسْمِيَّةُ | الْجُمْلَةُ الْفِعْلِيَّةُ |
| Arabic | أَحْمَدُ ذَهَبَ إِلَى الْجَامِعَةِ. | ذَهَبَ أَحْمَدُ إِلَى الْجَامِعَةِ. |
| Transliteration | /Aḥmadu dhahaba ilal /jāmiʿati/ | Dhahaba Aḥmadu ilal /jāmiʿati/ |
| Literally Reading | Ahmad went to the university | Went Ahmad to the university |
| Arabic | الْمُدَرِّسُ خَرَجَ مِنْ فَصْلٍ. | خَرَجَ الْمُدَرِّسُ مِنْ فَصْلٍ. |
| Transliteration | Al mudarrisu kharaġa min faṣlin | Kharaġa al mudarrisu min faṣlin |





| | | |
|----------------------|---------------------------------|---------------------------------|
| Literally Reading | The teacher went out of a class | Went out the teacher of a class |
|----------------------|---------------------------------|---------------------------------|

- Two of the sentences in the above table are the nominal sentences and the other two are verbal sentences.
- A nominal sentence is called /al jumlatul Ismiyyah/ and a verbal sentence is called /al jumlatul Fi'liyah/

2. Command Sentence In English

Command in English is 'a expression for someone to do something'. Usually command in a sentences not use subject. Command has two patterns; they are Verbal Command and Nominal Command. A command sentence does not specifically identify a subject to which the direction is commanded, but it is communicated to the receiver such that they understand the action is required of them. Commands are very easy to use. Begin the sentence with a verb and end with an object, a person or a thing. Every command sentence always end by interjection symbol (!)

Command is one of part imperative sentence. Commands can also turn from ordered to do something to prevent or forbid to do something. According to wijaya (2010: 181) command sentence have three kinds: Positive command, negative command, and polite command. Each Positive command and negative command have two patterns/form , that are verbal and nominal form. The patterns of positive command are:

Verbal form : V1 + Obj / Adv!

Nominal form : Be +3C

The patterns of negative command are:

Verbal form : Don't + V1+ Obj /adv!

Nominal form : Don't + be+3C!

For the clear explanation will be explain in chapter 2.

3. Command Sentence In Arabic

According to fahmi akrom (1995: 35) command sentence in Arabic is a verb (fi'il) that shows a command and the commanded has happened after there was a command. Because of that, in the terms of time, fi'il amar shows the work in the future. This structure will be similar to the jussive mood, especially in terms of irregular verbs.

According to Duncan Forbes (1863: 85) imperative/ command in Arabic (فعل الأمر) which is used only in the second person, corresponds with our imperative in affirmative commands and exhortations. Imperative is the third form of the verb which signifies a command, request or supplication like 'do, sit, write, go, get up, get out, etc. The subject of command sentence/ fi'il amar is dhomir mukhatab. Dhomir mukhatab is (other person) or "second person" as a person who was commanded to do the work. Those are:

أَفْعَلْنَ = أَنْتَ

أَفْعَلِي = أَنْتِ

أَفْعَلَا = أَنْتُمَا

أَفْعَلُوا = أَنْتُمْ

أَفْعَلْنَ = أَنْتُمْ

See this table

The command- أَمْرٌ حَاضِرٌ مَعْرُوفٌ

| Second person ♀ | | Second person ♂ | | |
|--------------------|-----------|--------------------|-----------|------------|
| Sit (to one ♀) | اجْلِسِي | Sit (to one ♂) | اجْلِسْ | وَاجِدٌ |
| Sit (two of you ♀) | اجْلِسَا | Sit (two of you ♂) | اجْلِسَا | تَتْنِيَّة |
| Sit (all of you ♀) | اجْلِسْنَ | Sit (all of you ♂) | اجْلِسُوا | جَمْعٌ |
| write (to one ♀) | اَكْتُبِي | write (to one ♂) | اَكْتُبْ | وَاجِدٌ |



| | | | | |
|------------------------|------------|------------------------|------------|------------|
| write(two of you♀) | اَكْتُبَا | write(two of you♂) | اَكْتُبَا | تَنْتَبِهْ |
| write (all of you♀) | اَكْتُبْنَ | write (all of you♂) | اَكْتُبُوا | جَمْعُ |
| Say (to one♀) | قُولِي | Say (to one♂) | قُلْ | وَاحِدَ |
| Say (two of you♀) | قُولَا | Say (two of you♂) | قُولَا | تَنْتَبِهْ |
| Say (all of you♀) | قُلْنَ | Say (all of you♂) | قُولُوا | جَمْعُ |

Table 1

From table one above, we have see that there are some kind and expression to command someone in arabic, it deppend on the subject that commended. For the ways of forming command above will be explain clearly in chapter 3.

H. The Methodology of Research

1. The Objective of The Research

Based on the questions of the research, the writer arranges the objectives of the research are to find out command sentence in English and Arabic.

2. The Object of The Research

The object of the research is all of English and Arabic command sentences.

3. The Method of The Research

The method of my research is qualitative method. It means that the researcher does the research by using the formula of describing data and tells about the comparison command sentences in English and Arabic. Frankle, et al, states (1932: pp.426-427) that the characteristics of qualitative research are:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with process as well as product.



4. Qualitative researchers tend to analyze their data inductively.
5. How people make sense out of their lives is a major concern to qualitative researchers.

According to Moeleong (1997:3) defines that

Metodologi kualitatif adalah prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan yang dapat di analisa dan bukan berdasarkan dalam bentuk angka. Qualitative research is a research of which the data in the form of written and oral words which are descriptively analyzed and not use treat as numbering or statistic form.

From these definitions, the researches uses this method because the researcher wants to describe and analyze the data with deep understanding and thought and its findings are not obtained through statistic theory (Syamsudin & damaianti, 2006: 73).

This qualitative research is designed by using document analysis method. Ary, Jacobs, Razavieh and Sorensan (2006: 464) state that “content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material”. The researcher uses this method in order to have better understanding about the topic of the research.

The researcher has chosen this research method because it is appropriate with the objective of the research, to find out comparison command sentence in English and Arabic. With this method, the researcher needs some scientific documents like some English and Arabic grammar books to be able to identify, to learn and to analyze the data namely command sentence that source from those books so that the researcher can discover and describe her finding with right concept.

4. Source And Types of Data

For making this research, the researcher uses many books. They are classified to be two parts; they are primary and secondary data source.

- a. Primary data source



Primary data source is the data that researcher takes from book of Arabic English language and because this research use content analysis of technique of data collection. Primary data source of this research is all command sentences in English and Arabic grammar book, “Book Everybody’s Conversational English Grammar (bilingual Arabic-English) By DR. M. EZZAT (1975, Printed In The United Arab Republic.”Mondiale” Press, Cairo.)

b. Secondary data source

The writer does not only use the interpretation towards primary data source, but also uses another data source, secondary data source. In secondary data is the source of data acquired in which support the researcher’s idea. For secondary data, the writer takes from the book arabic ”Tasrif” and another book that contain about about this material.

5. The Instrument of The Research

The instrument of the research is the writer. “In qualitative studies, human investigator is the primary instrument for the gathering and analyzing of data” (Ary, at all. 2010: 453). According to Suharsimi Arikunto (2010: 265) instrument of collecting data are tool elected and used by the researcher in their activity so that the activity can systematically and easier.

6. The Technique of Collecting Data

The technique of collecting data, the researcher uses some documents for doing the research. In qualitative studies, research methods are set up which suggest the type of methods of observation which may be used and the type of data which may be collected. This is one of the data collection methods that use in qualitative research. With this technique, the researcher can get the data that the source is from document such a book, article, etc (Ary, at all.2010: 431).

Analysis begins as soon as data begin to be collected. Analysis and data collection proceed in a cyclical fashion, where preliminary analysis informs subsequent data collection and so forth.

According to Sugiyono (2008: 83) study documentation is the complement of observation and interview in qualitative research. Even though its credibility more increase when used this method in qualitative research method.





Lincoln and Guba (1985) defined a document as "any written or recorded material" not prepared for the purposes of the evaluation or at the request of the inquirer. Documents can be divided into two major categories: public records, and personal documents (Guba and Lincoln, 1981). In this research, the researcher just takes from written documents.

Sugiyono (2012: 240) assumed the opinion about documentation that is the event that had happen. Document can be text form, images, or monumental works of a person.

All English and Arabic command sentences are the main data of the research. In collecting data, the researcher uses some English and Arabic grammar books, to get and to know command sentences in English and Arabic so that can analyze the comparison of them. Therefore, the researcher does the steps as follows:

- a. Read some English and Arabic grammar books and look for about command sentences.
- b. Understanding all about definition, function and uses of command sentences.
- c. List English and Arabic command sentences.

7. The Technique of Analysis Data

Data analysis in qualitative research is an interactive and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information.” (fraenkel, et al, 2012,p.436). the researcher will reduce the data.

The technique of analysis data, the researcher uses content analysis, the researcher will identify problem and find the latent of the problem (approach to analysis presented by Bernard 2000). The writer conducts 4 steps to analyze the data are:

1. Reading

First of all, the writer should read all about command sentences in some English and Arabic grammar books. In reading it, the writer requires many times to

comprehend their definition, function and uses. The writer elicits data from those books.

2. Classifying

The second step in procedures of data analysis is classification of category. The writer identifies data, English and Arabic command sentences. Classifying is very important since it will make the easier for the writer to analyze and describe the data in next step.

3. Analyzing

After classifying data, the writer analyzes data. The writer has to describe all English and Arabic command sentence then list for the pattern of command sentences. Describing is the most important step in this procedure since this study focuses in descriptive analysis of English and Arabic command sentence, the writer is demanded to analyze and interpret data into their classification to get descriptive findings.

4. Making a conclusion

After analyzing the data and researcher find out the findings, the researcher concludes her findings.





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