

**NEGOTIATION SKILL IN CONVERSATION
BETWEEN MALE AND FEMALE ENGLISH STUDENTS**

THESIS

Submitted by

**ATHAYA AZKIA
NIM. 210203072**

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

UIN AR-RANIRY BANDA ACEH

2025 M/1446 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

by:

ATHAYA AZKIA

NIM. 210203072

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by :

Supervisor



جامعة الرانيري
AR - RANIRY

Khairiah Syahabuddin, MHS.c.Esl.,
M. TESOL., Ph.D

Date: 16 / 12 / 2024

in front of the board of Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

on

January, 06th 2025 M

Monday,

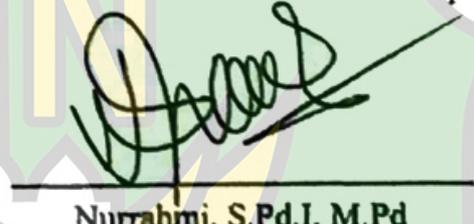
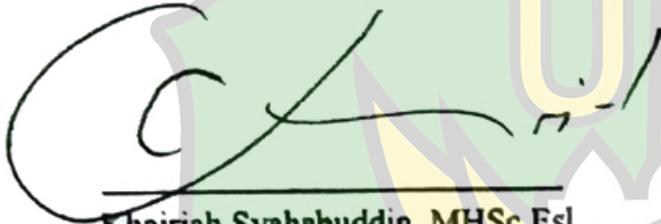
Rajab, 06th 1446 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Secretary,



Khairiah Syahabuddin, MHSc.Esl.,
M. TESOL., Ph.D

Nurrahmi, S.Pd.I, M.Pd

Member,

Member,



Dr. Nashriyah, S.Ag., M.A

Nidawati, M. Ag

AR - RANIRY

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Nashriyah, S.Ag., M.Ed., M.A., Ph.D.
197301021997031003



Declaration of Originally

Saya yang bertandatangan di bawah ini

Nama : Athaya Azkia

NIM : 210203072

Tempat/tanggal lahir : Banda Aceh, 7 Januari 2003

Alamat : Jln Geulumpang No.72 Dusun Puklat. Meunasah Papeun

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

NEGOTIATION SKILL IN CONVERSATION BETWEEN MALE AND FEMALE ENGLISH STUDENTS

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

Banda Aceh, 13/ 12/ 2024

Saya yang membuat surat pernyataan



Athaya Azkia

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil 'alamin, all praises belong to Allah *Subhanahu wa Ta'ala* the almighty the king of the world and the last day who has given the opportunity, health and strength with His guidance and blessings until I can complete my thesis entitled “Negotiation Skill in Conversation between Male and Female English Students”. Peace and upon for the Prophet Muhammad peace be upon on him and his family and companions who have spread Islam from the darkness to the lightness.

First, on this opportunity, I would like to express thanks and my deepest gratitude to my beloved supervisor Ms. Khairiah Syahabuddin, S.Ag., MHSc. ESL., M.TESOL, Ph.D., who has given time, advice, guidance, ideas and support with great patience during the process of writing and completing this thesis. I also would like to express my gratitude for Miss Nurrahmi, S.Pd.I., M.Pd as the Secretary of my examination, Miss Dr. Nashriyah, S.Ag., M.A as the first Examiner and Miss Nidawati, M. Ag as the second Examiner of my examination. Who has given me advice, guidance and new ideas in developing and revise my thesis. I also would like to thank all lecturers and teaching staff in the English Language Education study program who have educated, guided and also provided the knowledge during the lecture period. May the grace and love of Allah *Subhanahu wa Ta'ala* always be given to all of them.

Second, this journey would not have been possible without the big support from my beloved family. A big thank goes my beloved parents. I dedicate this thesis to two people, namely my beloved father Dr. H. Akhyar, S.Ag., M.Ag and my beloved mother Fadhilah, S. Ag. Thank you for all forms of help, support, encouragement, upbringing and sacrifice, love and affection and prayers so that researcher can complete their education until graduation. Also, the thanks I express to my sisters Qathrin Nada, S. E, Surra Tsabita and Kaisa Rajwa. And all of my big family who always given me strength and support.

Third, I would like to express my deepest gratitude to all people in my life who have made it meaningful. I also want to say thank you very much to friends in arms in undergoing difficult times in this final semester where they always help, motivate, advise, pray and support me all the times. They are Lia, Rara, Azyyati, Rahmi, Fadhil and Satria. Special thanks to my best friends namely Arra, Wawa, Manda, Zakiya and Riska who have been together since junior high school until now and always being supporters for me. Thank you for providing support, happiness, beautiful stories, advice and prayers. Last but not least, myself Athaya Azkia. Thanks to myself, for being able to make an effort, survive the many disbeliefs, lack of courage, fear and have struggled to this point. This is an achievement and I'm proud of myself.

Banda Aceh, 13-12-2024

Athaya Azkia

ABSTRACT

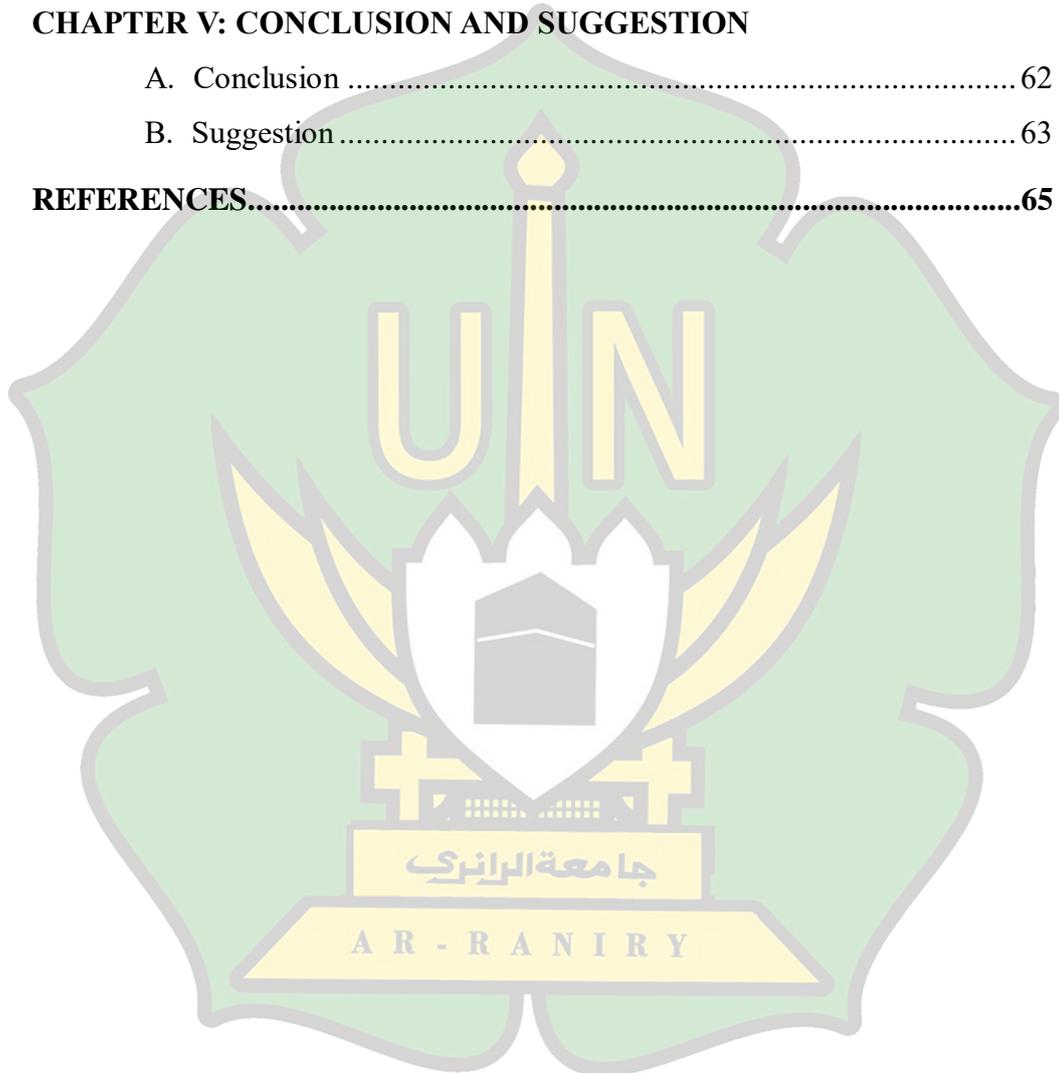
Name : Athaya Azkia
Reg. No : 210203072
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Departement of English Language Education
Thesis working title : Negotiation Skill in Conversation between Male
and Female English Students
Main Supervisor : Khairiah Syahabuddin, S.Ag., MHSc. ESL., M.TESOL,
Ph.D.
Keywords : Communication Skill, Negotiation Skill,
Gender differences

Despite the vital role of negotiation skills in effective communication, gender differences in strategies remain underexplored in educational contexts. This study investigates the negotiation skills employed by male and female English students in conversations at UIN Ar-Raniry Banda Aceh. Using a qualitative research design, the study involved ten English students who participated in observed interactions and semi-structured interviews. The data collection process included detailed observations of their negotiation behaviors during paired discussions and follow-up interviews to explore their perspectives and strategies. Findings revealed distinct gender-based patterns in negotiation: male students often displayed assertiveness and dominance, using directive questioning and focused verbal strategies, while female students exhibited collaborative and inclusive tendencies, initiating conversations and employing expressive non-verbal communication. Emotional regulation and turn-taking dynamics also differed, with males tending toward more competitive styles and females favoring compromise or mutual agreements. These differences were evident in outcomes, with females often achieving balanced resolutions and males occasionally asserting control over discussions. The study underscored the influence of gender on negotiation skills and highlights the need for targeted strategies to foster balanced and effective communication among students. These insights contribute to the broader understanding of gender dynamics in interpersonal communication, offering practical implications for enhancing English language learning in diverse academic settings.

LIST OF CONTENTS

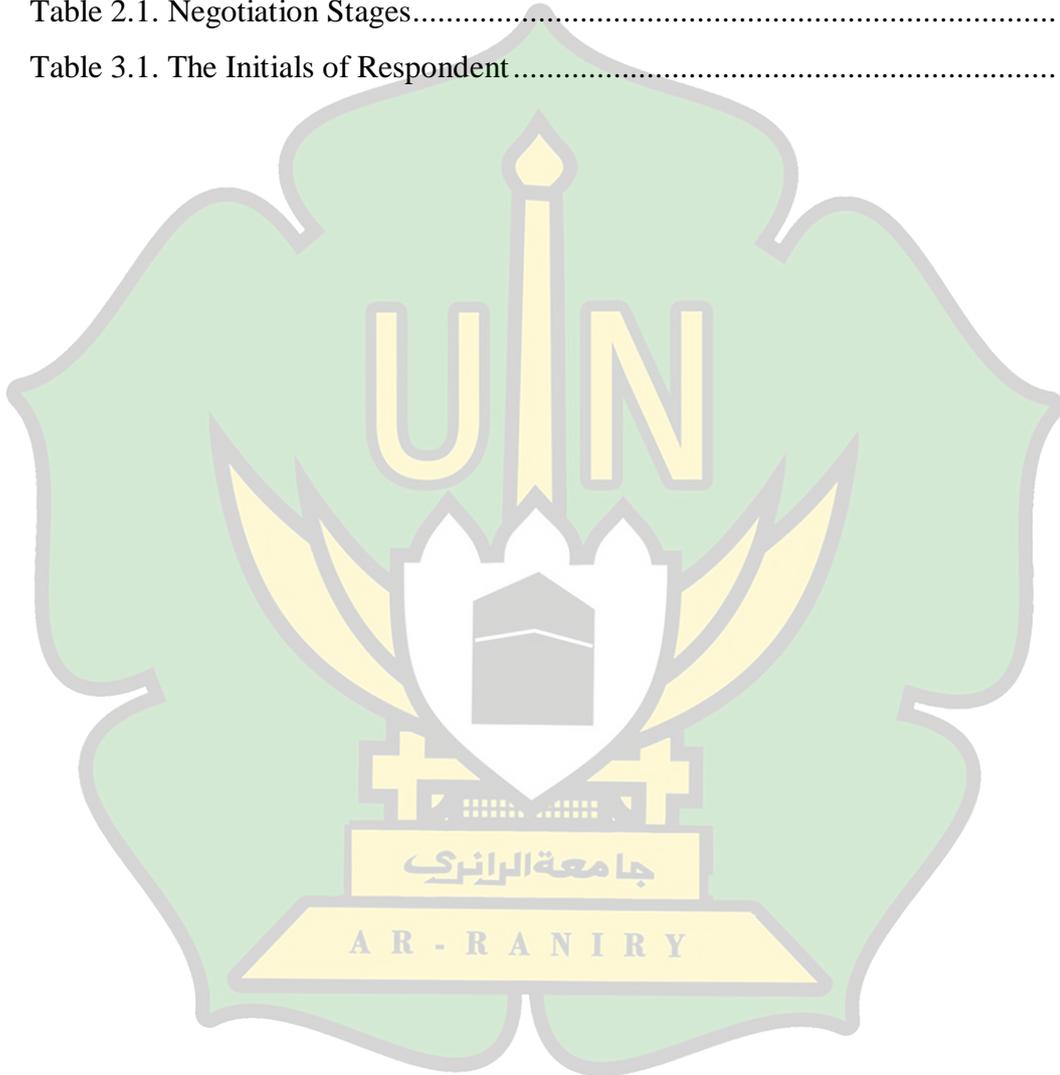
LIST OF CONTENTS	ii
CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Research Questions	6
C. Research Aims	6
D. Research Significance	6
E. Research Terminology	8
CHAPTER II: LITERATURE REVIEW	
A. Conversation	11
1. The Nature of Conversation	11
2. Types of Conversation	13
3. Conversation between male and female	15
B. Gender Differences	17
1. Sex and Gender	17
2. Gender Differences in Communication	18
C. Negotiation Skill	19
1. The Nature of Negotiation skill	19
2. The Purpose of Negotiation skill	24
3. The Types of Negotiation skill	25
4. The Stages of Negotiation skill	28
5. Negotiation Styles	30
D. Gender Differences in Negotiation	33
E. Previous Studies	34
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design	35
B. Research Participant	36
C. Method of Data Collection	37
1. Observation	37

2. Interview	37
D. Method of Data Analysis	39
CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings	41
B. Discussion	59
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	62
B. Suggestion	63
REFERENCES.....	65



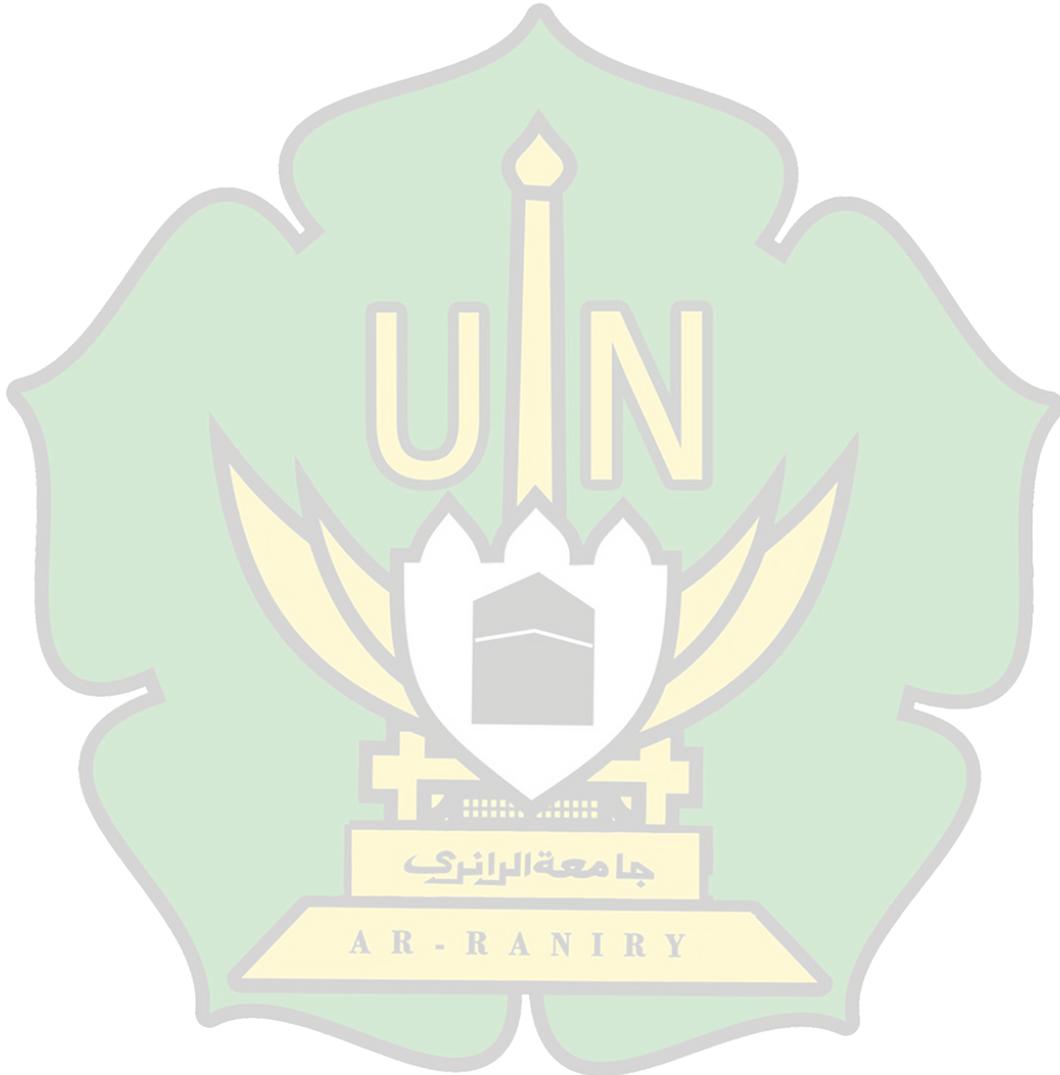
LIST OF TABLES

Table 1.1. Three types of communication breakdowns	21
Tabel 1.2. Three types of repair mechanism	22
Table 2.1. Negotiation Stages.....	28
Table 3.1. The Initials of Respondent.....	37



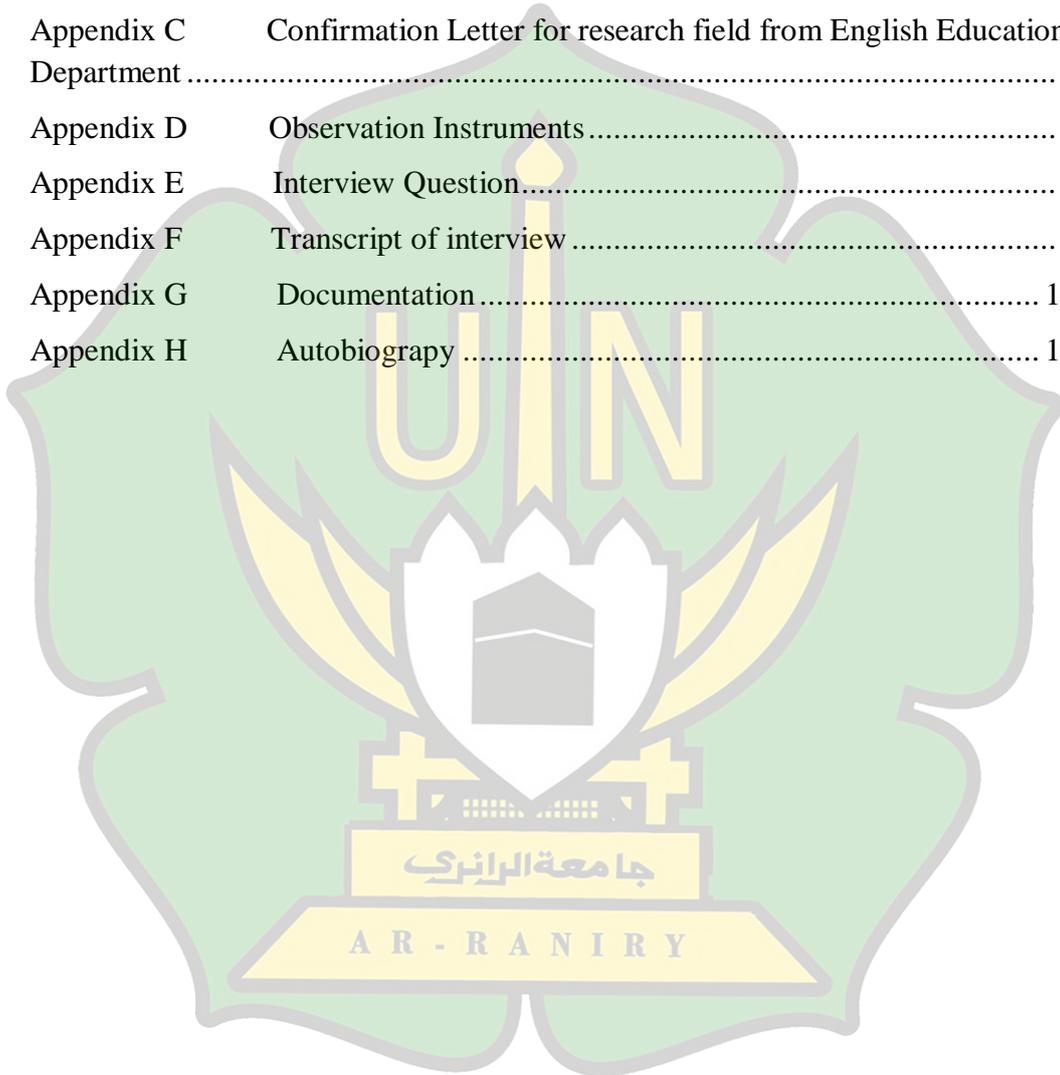
LIST OF PICTURE

Picture 5.1 Negotiation Styles 32



LIST OF APPENDICES

Appendix A	Appointment letter of Supervisor	71
Appendix B	Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research	72
Appendix C	Confirmation Letter for research field from English Education Department	73
Appendix D	Observation Instruments	74
Appendix E	Interview Question	75
Appendix F	Transcript of interview	76
Appendix G	Documentation	101
Appendix H	Autobiography	102



CHAPTER 1

INTRODUCTION

This chapter provides the background of study, research question, research aims, the significance of study and research terminologies.

A. Background of The Study

Communication is active process in our daily live. Ansari (2021) states that people spend a lot of time to communicating such sharing and receiving information through various means. According to Newman and Summer (1961) in the latest book, the various means in communication occurs between two persons or more where people can share their opinions, emotions, ideas and fact. In exchanging their opinion, emotion, ideas and fact there are a good skill from communication called interpersonal communication skill (Martin et al. 2019). Interpersonal communication is a conversation between two persons or between one person and a group to group. Interpersonal skills are soft skills that help us successfully live, work, and maintain healthy relations with others Interpersonal skill consist of several social skills. According to Klein et al. (2006) stated that interpersonal skills consist of various social skills and competence, face to face communication, human relational skills, and soft skills. To reach an interpersonal skill goal we must learn how to conduct effective communication. Ansari (2021) states that effective communication has several terms of requirements: verbal skills, non verbal skills, empathy, positive attitude, problem-solving, decision-making skills, active

listening, assertiveness, resilience, negotiation skills, team player attitude, patience, etc.

There are two types of interpersonal communication skills: verbal skills and non-verbal skills. Verbal skills involve the ability to listen actively, understand what the other person is saying, and respond accordingly. In the context of interpersonal communication, verbal skills are very important to establish a clear understanding, avoid misunderstandings, and influence or convince others in an effective way. On the other hand, non-verbal skills involve using non-verbal cues such as body language, facial expressions, eye contact, posture, and gestures to communicate. Non-verbal skills often complement verbal messages and can provide additional meaning or support what is conveyed verbally. Both types of skills are important in creating effective communication in interpersonal relationships. Conversation is the one example of verbal skill. Liu (2009) emphasizes the importance of active listening in conversation, which helps the speaker feels heard and understood. In successful conversations, verbal skills like asking relevant questions and seeking clarification are also key to avoiding misunderstandings (Lewicki, Barry, & Saunders, 2016). Body language which includes physical cues such as gestures, posture, facial expressions, and eye contact is the one of non-verbal context.

Sometimes verbal and non-verbal skills are combined effectively. According to Ramirez (2012) communication is a unity that cannot be divided into verbal and nonverbal forms in order to convey ideas. The combination of both skill example can conduct in negotiation skill. In a negotiation setting, verbal skills such

as clearly articulating proposals, asking questions, and expressing opinions are vital for conveying one's position effectively. At the same time, non-verbal skills, such as maintaining eye contact, using appropriate facial expressions, and adopting an open posture, significantly influence the negotiation process. Negotiation related on non-verbal interpersonal skill that we can found in conversation. Non-verbal Communication often happens automatically and out of control. For example, when being angry or happy people tend to speak louder or faster.

Negotiation skills are crucial in interaction of communication. Lightbown and Spada (2013) state that Negotiation involves the interaction where speakers adjust their speech and use various techniques to address and repair communication breakdowns. Negotiation also known as modified interaction, manifests in several ways, including comprehension checks, clarification requests, and self-repetition or paraphrasing. When using interaction in interpersonal skill both parties make a process that they go through to reach a clear understanding this situation called negotiation of meaning. Negotiation of meaning produces positive changes and makes language learning more successful (Hartono & Ihsan, 2017). Negotiation can be a tactics both two parties to reach a goal of an argument. Interaction can be found in conversation skill. Stanley and Williamson (2016) emphasizes conversation skills as the ability to know relevant facts and guide actions. Both of these emphasize the implications for interpersonal interactions, such as in expressing emotions, sharing information, and asserting authority. This requires approval from both parties so that there is a process of mutual give and take something to reach a mutual agreement that can occurs in conversation.

Language is essential in negotiation. It becomes the key of clear communication, building rapport and persuading others. Effective language use to express thoughts clearly, avoid misunderstandings, and create trust between parties. Every student needs to understand how the communication strategy they use when doing negotiation. The strategy can make student managing conflicts easily and get the goal. It shows that negotiation very flexible and adaptable in language use to enhances the effectiveness of negotiation skill. Negotiation skill is important because can be used as a vehicle for language proficiency, make a productive way and enhance learner fluency in conversation. That is why negotiation has beneficial changes and result in a more effective language learning experience (Hartono & Ihsan, 2017). Negotiation also plays a critical role in second language acquisition by providing learners with opportunities to focus on language form and meaning simultaneously (Pica, 1994). Furthermore, negotiation helps learners notice gaps in their language use, which leads to more targeted learning and self-correction, fostering communicative competence (Long, 1996). There are several studies in terms of age and learning status environment in negotiation process. According to Zaid, Zakaria, Rashid and Ismail (2016) in their findings of EFL learners in Malaysia state that negotiation process can provide insight into the problems that students face when negotiating. According to Khalid, Salija and Abduh (2019) on their findings at junior high school in the district of Bone, South Sulawesi. Stated that negotiation skill occurs between teacher and student using the negotiation of meaning strategies; repetition, elaboration, simplification and comprehension check questioning. Negotiation skill also related on the findings of Azkarai and

Agirre (2016) while they examine the conversational strategies in negotiation of children and adults. It means that sometimes negotiation depend on age and instructional setting. Another finding stated by Love and Suherdi (1996) there are different negotiation between teachers and adult ESL students at various stages of curriculum cycle. Mahmud and Nur (2018) noted that in their interview they find that female and male students chose different learning strategies when doing communication, those strategies were influences by gender differences that occur in classroom. The findings stated that sometimes negotiation can occur between gender differences.

Based on previous research, there have been limited previous studies on negotiation skills in conversations between male and female EFL students. It is very important to understand in academic settings because it will affect the visible or invisible strategies that are carried out by both genders in EFL when doing negotiation. Therefore, the researcher wants to know and discover what negotiation skills are used by male and female EFL students in conversation. So, the researcher felt it was important to conduct a study entitled “Negotiation Skills in Conversations between Male and Female English Students”

B. Research Question:

Based on the background explanation above I want to find out “What Negotiation Skill do male and female English Student employ during conversation?”

C. Research Aims

In accordance with the research questions above, this study aimed to find out about the differences and strategies in Negotiation skills during conversations between male and female English Students.

D. Significances of the Study

This research lies in its comprehensive exploration of negotiation skills within interpersonal communication, particularly among EFL Students. It integrates multiple perspectives on how Negotiation facilitates communication repair and effectiveness, emphasizing the importance of feedback, questioning, and adaptive speech. The text also highlights the historical development of negotiation as interpersonal skill, showcasing its evolution and growing importance in communication studies. Additionally, it underscores the impact of gender differences on communicative styles, providing a nuanced understanding of how men and women negotiate in conversations. This study gives numbers of significances as the following.

1. For the body of research

This research offers a comprehensive exploration of negotiation skills interpersonal communication, with a particular focus on male and female EFL students. By integrating multiple perspectives, the research explores the historical development of negotiation as an interpersonal skill, highlighting its evolution and increasing significance in communication studies. In addition, the research also provides a deeply nuanced analysis of gender differences in communicative style, explaining how men and women use different approaches to negotiation in conversation.

2. For the Students

This research is essential for English language student to lead them to know that it is crucial to understand. This study hopefully can be used to improve student speaking skill in conversation especially using Negotiation. It also conducted a clear understanding of each other. It is an important skill in real-life communication contexts. Asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning.

3. For the researcher

This research was an opportunity to deepen understanding of negotiation skills and role in interpersonal communication, particularly in the context of EFL students. Conducting this study allowed the researcher to explore the theoretical

and practical dimensions of negotiation, providing insights into how gender differences shape the different communication strategies of each student. It also strengthened the researcher's ability to critically analyze and combine perspectives on the communication and interpersonal skills of each male and female student when negotiating.

4. For future researchers

The findings of the research are hopefully can be used as reference, information and reflection in conducting the same study for obtaining better result. This research highlights areas for potential investigation, such as the role of negotiation in language learning or its impact on gendered communication patterns.

E. Research Terminology

The focus of this study is mainly concerned with understanding how gender differences impact negotiation skills and communication styles. Specifically, researchers exploring how men and women interact differently in conversations and negotiations, including how they express emotions, share information, and assert authority. In order to explain the specific information regarding the research topic's essential terms, the following is provided:

1. EFL Student

EFL (English as a Foreign Language) student refers to individuals who acquire English language proficiency in a context where English is not the dominant

language in society. This distinction is very important in educational research because it influences the methodology and learning strategies used. EFL learners often rely heavily on formal instruction because they do not have the immersive environment available to ESL (English as a Second Language) learners, who live in English-speaking countries (Harmer, 2007). This Research only focuses on English Department Students from Ar-Raniry Islamic University Banda Aceh.

2. Negotiation Skill

Negotiation skill occur in many situations especially in conversations. The situation of this study is focusing on the type of negotiation by Lewicki et al. (2016). For some, negotiating is about winning. For others, it is about compromise. But if we think about it as a collaboration, often both sides can get what they want. According to (Charles & Craver, 2024) there are many strategies used by both parties to make the interaction through their conversation to overcome misunderstandings or miscommunication between students especially in EFL student. This study focused on the nine aspects of negotiation skill such as initiation, turn-taking, use of questions, verbal and non-verbal cues, language style, emotion management, conflict resolution, and outcomes.

3. Gender differences

Gender differences in communication became important topics. Gender related to the male and female that has different characteristic when doing communication. Mellor and Fung's in Malaysia (2012) found that women tend to

be more understanding than men, who are often less forgiving. Itakuro and Tsui (2004) suggest that in conversations, men usually decide what to talk about, often focusing on their own interests. This can make women feeling less important in the conversation. Both men and women can use negotiation techniques like expressing and validating their emotions, giving others space to express their feelings, offering symbolic gestures of regret, practicing empathy, and listening without passing judgment. We often find this in our general situation and environment. Sometimes it caused by the psychology or sometimes it caused by cultural factor of environment.



CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories related to literature, the researcher tries to give a clear explanation of conversation, negotiation and gender impact of conversation and negotiation.

A. Conversation

1. The Nature of Conversation

Conversation has been the part of everyday life. Every time people talk to communicate their ideas and feeling to others. In conversation people can interact formal and informal situation it is depends on the situational of the conversation. The person who communicated can be one or two or more people. According to Cooren and Fairhurst (2020) conversation is a form of communication that typically involves two or more people exchanging information, ideas, emotions, or thoughts. Human doing conversation in many purposes. According to Putri, Rustandi and Faridah (2022) there are conversation for daily life, in conversation there are several activities such as: Greetings, partings, expressing opinion, agree and disagree, complaining and apologizing, compliment and gratitude and many others. Conversation is the part of communication. Communication is active process in our daily live. Ansari (2021) states that people spend a lot of time to communicating such sharing and receiving information through various means.

Conversation is one of the important things when doing communication. According to Hartati (2015) conversation is a complex product of speaking skills, and like other communicative skills, it is far more intricate than it may initially appear. It involves more than just the ability to pronounce words correctly; conversation requires the coordination of multiple cognitive and social processes. These include non-verbal skill. This built a relation of interpersonal, most interpersonal relationship develop over a sequence of conversations over the time. Time when person talking and not talking, together and apart. Although frequent and familiar task, conversation is always being complex. It enables people to arrange their behavior and beliefs about around them (Clark et al. 2019).

We use Conversation as our daily activity. Nurfaedah (2015) says that Conversation has become a part of everyday life. Every time and everywhere people talk to communicate their feelings and thoughts with others, whether in formal or informal settings. The foundation of a conversation is that it involves at least some interaction between two speakers. They take turn every time they communicate. Doing Question and answer, opening and closing, offer and acceptance, offer and refusal also negotiation of each other become the part of a talk-in-interaction. Conversation maintaining social relationships and personal attitudes. It relates to speakers' interaction. The first is called transactional, whereas the second is referred to as interactional.

2. The Types of Conversation

In general, there are two types of conversations: interpersonal and transactional. According to Priyatmojo (2014) interpersonal language also known as interactional language, is primarily used for building and maintaining relationships through social interaction. This type of language focuses on personal connections, emotional expression, and the sharing of thoughts or experiences. For example, a casual conversation between friends catching up on their day is an interpersonal exchange. A person might say, "How have you been? It's been ages since we last met!" The purpose of this interaction is not to achieve a specific task but to foster closeness and maintain the bond between individuals. On the other hand, Transactional language in contrast is goal oriented and used to accomplish specific objectives, such as obtaining goods, services, or information. It often involves clear and concise communication to ensure that the intended action is performed efficiently. For instance, in a classroom setting, a student might say to the teacher, "Could you please explain the steps for solving this equation again?" Here, the focus is on obtaining specific information and the clarification of a concept rather than building a personal connection.

Interpersonal interaction often involves sharing thoughts, emotions, or experiences to create mutual understanding and connection. For instance, during a classroom discussion, a student might say to a peer, "I thought your idea in the group presentation was really creative. How did you come up with it?" or "You seem a bit stressed everything okay?" Unlike transactional exchanges, interpersonal

conversations focus on emotional expression and relational bonding rather than achieving specific tasks (Holmes, 2013). While Transactional interaction often clear, concise, and task-driven, with little emphasis on emotional or relational aspects. For example, in a classroom, a student might ask the teacher, "What's the word count requirement for this essay?" or "Can you explain this formula again?" Such exchanges aim to accomplish a specific objective efficiently, such as clarifying instructions, completing a task, or fulfilling a need. The primary goal is the successful transfer of information or agreement on a course of action without delving into personal connections (Brown & Yule, 1983).

The purpose of interpersonal conversation is not only to convey facts or information, but also to maintain and develop interpersonal relationships (Hartati, 2015). Conveying or exchanging certain information is the purpose of transactional conversations, often with the intention of achieving a specific goal or outcome. While both types of conversation are necessary for good communication, the goals should be balanced. Starting from primary school and continuing through secondary and higher education, transactional conversations are often prioritized in educational settings due to their tendency to be more structured and goal oriented (Cooren & Fairhurst, 2020). Since these discussions center on sharing precise and unambiguous information, they are usually easier to explain. Therefore, it can be concluded that conversation is an oral activity carried out by two parties with the purpose of getting things finished or being social.

Based on more recent research, we can see conversation types as a continuum with casual talk on the one hand and carefully planned interviews or institutionalized forms of interaction that rely heavily on roles and status on the other. Another factor that is often seen as influencing the interactional outcome of talk is setting or context, both physical and social. Negotiation will occur both formal and informal situation when doing conversation. Two parties that doing interpersonal skill they are both male and female is important to maintain the negotiation in conversation.

3. Conversation Between Male and Female

Men and women can never be separated from communication. Every day, men and women, as social beings, interact one another. However, in the interactions made by men and women, there are differences based on gender.

“Hi, what’s your name?”

“Aisyah, nice to meet you.”

“Do you, by chance, live nearby?”

This is the examples both men and women interaction when meet in some places. Sometime women tend to keep silent and waiting for men begin to talk but sometimes is not. Redaelli (2020) states that from a social perspective, women tend to choose men who reflect high social status. For example, leadership positions are evidence that men have the capacity to invest resources in their offspring. Leaders

do not talk much. However, when they do speak, they only speak to ask questions or give orders, which often perceived as an eloquent and incisive message. These traits fit perfectly with the male profile we have described above. During the first conversation, women honestly welcome and evaluate this man's behavior, basically through several strategies. In the face of the man's questions, she has a lot to say. She talks nonstop to test if he interrupts. Occasionally, she will stop spontaneously, and check if he has anything to ask. A very quiet leader is not only a questioner, but also a listener. Males prefer to engage in intimate conversations with females rather than with males, as females exhibit traits and skills that are important for building social and supportive relationships and providing care for their offspring.

It has been stated that men's speech is less formal, more elliptical, more informal, less clearly pronounced, and simpler than women's, which is more elaborated or complex, formal, and polite. However, males are more sensitive to offer direct directives to females and interrupt females more frequently than they do other males (Sumipo, 2020). One noticeable difference between genders is the amounts of words used in conversation (Baquee, 2016). For addition, women tend to display communication styles that are more expressive, tentative, cooperative, and polite, while men are more likely to exhibit aggressive, assertive, direct, and forceful communication behaviors (Basow & Rubenfield, 2003).

Additionally, the main focus of their conversation tends to be different. When men and women are interacting, these purposes may have counteracted to each other, leading to different perceptions or opinions. Biber and Burges (2000)

confirm that women's focus in conversation is on "personal and interactional aspects of conversation", whereas men's focus is more on "transferring information". Stanton (2001) states that conversations for women are for the sake of "developing and preserving intimacy", while for men, "maintaining power" is more important than other aspects, such as intimacy.

B. Gender Differences

1. Sex and Gender

Before entering to the gender communication. It is important to know the general information between sex and gender. Because sex and gender were a very first thing in male and female context that considered. According to (Tseng, 2018) sex refers to the biological distinctions between males and females. These differences are rooted in physical traits determined by sex chromosomes, genes, and the development of specific gonads, internal and external reproductive organs, and hormonal profiles.

Gender, on the other hand, encompasses a broader more complex spectrum. It involves the psychological, social, and cultural perceptions individuals have about themselves and others in relation to societal roles and expectations tied to being male or female. Gender reflects personal identity, attitudes, and societal norms, making it much more fluid and subjective than biological sex. In this study the gender discussed because it related to the personal male and female characteristic, attitudes, differences strategy, skill and so on.

2. Gender Differences in Communication

Slightly different from gender in conversation which focuses on how the actual interaction such direct or indirect, interruption or what they do during the conversation, gender differences in communication focuses on broader terms that encompass all forms of interaction, including verbal, non-verbal (body language, facial expressions, etc.) and non-verbal. Gender as known by male and female that doing communication. According to Mahmud and Nur (2018) gender issues hold important roles in human's life. Gender is also an important part of communication. When communicating to each other, interactions may take place between men and women, and of course, relations between men and women may influence their communicative styles. Giles (2008) has noted that gender is an important aspect influencing communication strategies of people besides other factors such as ethnicity, occupational status, and age.

The verbal and non verbal skill occur in gender differences in communication. Verbal skills refer to the ability to use language effectively and appropriately in communication. These skills involve not just speaking clearly and accurately but also understanding the nuances of language, such as tone, style, and context. Effective verbal communication enables individuals to express ideas, convey emotions, share information, and persuade others. On the other hand, according to Burgoon, Manusov and Guerrero (2021) women are generally more expressive and emotionally engaged in their use of non-verbal communication, such as frequent eye contact, smiles, and nurturing gestures. In contrast, men tend to use

more restrained and dominant body language, with less frequent emotional expressions. These differences reflect societal norms and expectations around gender, where women are often encouraged to be nurturing and men to project authority and control.

Gender differences in communication had become important topics for discussion recently since the notion of “women’s language” was elaborated by Lakoff (1975) and followed by Tannen (1990). This notion emphasized that men and women have different strategies in communication. Another study shows the differences between females and males in using the function words, neologisms or blog words as well as use of tag questions and adverbs initiation sentences (Ali & Krish, 2016).

C. Negotiation Skill

1. The Nature of Negotiation Skill

Negotiation is a dialogue between two or more people. As defined by Rubin and Brown (1975) as well as Ihnen (2014) negotiation as a process in which two or more individuals work together in order to produce agreements about a disputed issue through interaction. They generate offers, receive offers, or both. A negotiation process can be made more complicated with the involvement of many parties. It is intended to reach an understanding, to solve points of difference, or to gain an advantage from the outcome of the dialogue, to produce an agreed course of action, to bargain for individual or collective advantage and to create an outcome

that satisfies the various interests of the two parties involved in the negotiation process. Negotiation is a process in which each party involved in the negotiation tries to gain an advantage for themselves at the end. Therefore, negotiation is aimed at reaching a compromise.

Many people wrongly assume that nothing is negotiable unless the other person indicates that it can be negotiated unless the other person indicates that it is not. There are many definitions of negotiation. The very important thing is knowing that the negotiation is a strategy when there is a problem in communicating or doing conversation. There are several strategies of negotiation, the strategies include; making emotion explicit and validating them, allowing time for people to release emotions, using symbolic gestures as apologies, practicing empathy and listening without judgement.

A variety of conditions can influence the success or failure of a negotiation. For a negotiation to generate positive benefits for all parties, negotiators must define what the problem is and what each party wants. In defining the objectives of the negotiation, it is important to differentiate between issues, position, interest, and settlement options. According to Lightbown and Spada (2013) negotiation for meaning, also sometimes referred to as modified interaction, can be found in many forms. Such in the form of two parties, native or non native, English students and others (Adams, 2016). The most important things that negotiation is the part on a process of feedback and questioning for effective communication.

The most important things that negotiation is the part on a process of feedback and questioning for effective communication. Nation and Newton (2009) argued that negotiation for meaning a process of feedback and questioning, which enables communication breakdown repair to occur, and for effective communication to continue.

Negotiation of meaning specifically in EFL contexts is currently needed. Mehdi (2013) points out that conversation involving native and nonnative speakers have been the primary focus of earlier research on meaning negotiation. And that further study on meaning negotiation between native and nonnative speaking pairs is necessary to comprehend the process of L2 language development. Negotiation needed when there was a decision that occurs in the argument of communication, the arguments came from the problem that must be solve by doing strategy, the strategy is called negotiation strategy. Problem can be found in communication, named communication breakdown. When there is a breakdown in communication, a word, phrase, or utterance that the participants find problematic is referred to as a trouble source. The following tables are three types of communication breakdowns with examples.

Table 1.1 Three Types of Communication Breakdowns

Type	Abandoning a conversation topic abruptly
Example	A: what movie you have seen recently B: (silence) A: OK, OK. By the way, where is your hometown?
Type	Ignoring a partner's utterances

Example	A: What movie have you seen <i>recently</i> ? B: Have you been to Okinawa? A: Yes, I went for my school trip
Type	Using a shared first language to resolve a breakdown
Example	A: What movie have you seen <i>recently</i> ? B: (silence) A: <i>saikin</i>

(Nall, M., & Wilson, M. 2018)

A communication breakdown happens when two participants are engaged in conversation, and a communication problem occurs within either the production or reception of an utterance. Even between two native speakers, this is a very common occurrence and a very normal event. However, proficient communicators both native speakers and non-native speakers can literally immediately deal with those problems in a variety of ways.

Problem in communication namely communication breakdown is typically obvious, especially when they occur between two non-native speakers. Language learners must therefore master the skill of meaning negotiation, as these breakdowns would most likely be repaired in native-native communication. When one party has difficulty understanding the meaning of a word or phrase, communication breakdowns may occur in nonnative and nonnative contexts. There are situations when pronunciation matters. Using repair mechanisms is the method by which this issue is resolved. To put it simply, native speakers can ask to have something repeated, interpret what was said so that the listener understands it better, or give a possible answer to explain it.

Table 1.2 Three Types of Repair Mechanism

Comprehension check	Efforts by the speaker to ensure that the speaker is understood A: Do you understand?
Clarification request	Efforts to clarify something that has not been understood A: Can you explain.....?
Self-repetition or Paraphrase	The speaker repeats his or her sentence either partially or in its entirety
	A: She got lost on her way home B: A: She was going home. She got lost

(Nall, M., & Wilson, M. 2018)

As mentioned earlier, communication breakdowns are a commonality even between two native speakers. However, those circumstances are typically easily repaired through repair mechanisms. Lightbown and Spada (2013) state that there are numerous instances of negotiation for meaning, which is also known as modified interaction. These consist of asking for clarification, checking for understanding, and repeating or paraphrasing oneself. From the 2 tables above that explain the non-native and non-native examples that can be called for English Students, it is evident that understanding is very important when having a conversation in which there is a problem.

Negotiation of meaning is a process that involves speakers going through a series of conversations before reaching a transparent understanding of each other. Negotiation of meaning occurs when there is a problem in the conversation and many modifications are displayed in the interaction (Long, 1996). Interaction is

activated when indications in the form of comments or questions signal or trigger the need for a response.

2. The Purpose of Negotiation Skill

Effective negotiation helps in resolving conflicts by finding mutually acceptable solutions. It is an essential skill both interpersonal and organizational settings. According to a study by Kovacs et al. (2016) negotiation serves as a conflict management tool that aims at addressing divergent interests and facilitating collaboration. Adding by Malhotra and Bazerman (2017) negotiation skill can create value through creative problem-solving. These skills are effective when they achieve negotiation goals or when they grow from an understanding of the process that goes beyond minimal performance. The purpose of skill development in negotiation is to teach students how to create something new that neither side can achieve independently so that they can solve complex problems through negotiation.

The second benefit of negotiation is managing conflict effectively and avoiding giving in, withdrawing, or relying on decisions made by a higher party. Effective negotiation means that parties collaborate in making decisions about their own destiny and build healthy relationships by working together with disputants. When engaging in negotiation, parties are able to express their thoughts and feelings. It allows them to exchange knowledge. It is said that while they have, their counterparts do not. Negotiation also helps parties to make a conversation based on topics which they want to discuss.

3. The Types of Negotiation Skill

Negotiation skill is the strategy when there is an agreement that occurs between parties. According to Neale and Northcraft (1991) an agreement can only be reached if both parties accept the offers made. If an agreement cannot be reached, the negotiation will end in a distributive manner, in which one party must give up its interests or options in order for the other party's offers to be considered.

This type of one-sided negotiation is called a fixed-sum negotiation by Thompson (1990). However, as noted by Carnevale and Pruitt (1992) a pure coordinated negotiation occurs when all parties to the negotiation are perfectly matched and they ultimately come to a mutually agreeable decision. When there are no competing interests between the parties, there is a third and most typical type of negotiation. According to Lewicki et al. (2016) this is the most frequent types. Here are several examples of the negotiation types above based on Lewicki et al. (2016):

a. One-sided negotiation (fixed-sum)

Scenario:

Student A and Student B are negotiating over a group project, but the teacher has limited the number of tasks each student can take on. There are 5 tasks, and both students want the more interesting ones. This leads to a zero-sum negotiation.

SA : "I'll do the research and presentation for the project."

SB : "I want to do the presentation. It's my strong suit"

SA : “But I’m better at presenting. How about I take both the research and presentation, and you can do the slides and conclusion?”

SB : “That’s not fair. I should at least get the presentation. How about I do that, and you take the research?”

SA : “I really want the presentation. What if I do both, and you handle the rest?”

SB : “That gives me nothing important. I need a bigger role.”

In this one-sided negotiation (fixed-sum), Student A is aiming to secure most of the important tasks, while Student B is pushing back to get a fair share. What one gains, the other loses, as the tasks are limited and cannot be shared equally. The situation could lead to further conflict unless they find a compromise.

SA : “But I’m better at presenting. How about I take both the research and presentation, and you can do the slides and conclusion?”

SB : “That’s not fair. I should at least get the presentation. How about I do that, and you take the research?”

SA : “I really want the presentation. What if I do both, and you handle the rest?”

SB : “That gives me nothing important. I need a bigger role.”

In this one-sided negotiation (fixed-sum), student A is aiming to secure most of the important tasks, while Student B is pushing back to get a fair share. What one gains, the other loses, as the tasks are limited and cannot be shared equally. The situation could lead to further conflict unless they find a compromise.

b. Pure coordinated negotiation

Scenario:

Student A and Student B are negotiating how to divide the tasks for their group project.

SA : “I’m good at research. Can I do that?”

SB : “Sure! I’ll handle the writing, then. How about I do the slides too?”

SA : “Sounds good! Do you want to do the presentation as well?”

SB : “Yes, I’m comfortable with that. Maybe you can help with the conclusion?”

SA : “Perfect! I’ll take care of the conclusion.”

SB : “Great! We’ve got a plan.”

A pure coordinated negotiation where both sides work together to achieve a win-win outcome. In this pure coordinated negotiation, both students collaborate, openly communicate their preferences, and aim to divide tasks in a way that benefits both. There’s no competition, only cooperation, and mutual benefit.

c. No competing interest negotiation

Scenario :

Student A and Student B are discussing how to prepare for their upcoming English presentation.

SA : “We need to make sure our pronunciation is perfect for the presentation. How should we practice?”

SB : “Let’s do some pronunciation drills together after class. I think it’ll help us both.”

SA : “Good idea! We can also record ourselves speaking and listen back to find any mistakes.”

SB : “That’s smart. We could also quiz each other on vocabulary to make sure we use the right words.”

SA : “Yes, and we can correct each other’s mistakes during practice. That way, we both improve.”

SB : “Exactly! Let’s meet after class and get started.”

In this no competing interest of negotiation, both students are fully aligned in their goals (improving their English presentation), and there is no conflict over resources or tasks. They simply collaborate and support each other to achieve a common objective.

4. The Stages of Negotiation Skill

Negotiation of English conversations involves interactive communication. Negotiations can be simply described as an interactive communication process that occurs whenever we want something from someone else or they want something from us (Enache, 2011). Every negotiation starts with some kind of cooperative communication (building relationships). After that, negotiations typically take a familiar path that includes commitment, information sharing, preparation, and explicit bargaining.

The following stages result from a more thorough description of the path: Relationship building, procedure agreement, information sharing, questioning,

option expression, bidding, bargaining, settlement and conclusion are the first eight steps. Here are some tables about the stages of negotiation that take place during a conversation.

Table 4.1 Negotiation Stages

NO	Negotiation stages	Language Function
1.	Relationship Building	Greeting, introducing, welcoming, phatic communication, offering hospitality, small talk
2.	Agreeing Procedure	Suggesting, sequencing, checking and clarifying, agreeing, presenting alternatives, supporting/giving reasons, disagreeing, requesting changes
3.	Exchanging Information	Asking for/giving information, questioning, interrupting, checking, explaining, giving opinions, expressing interest, exploring, turn taking, rephrasing
4.	Questioning, checking & clarifying	Reformulating, asking for clarification, giving information
5.	Generating & Evaluating options	Suggesting, giving reasons & hypothesizing, explaining, presenting alternatives, building arguments, accepting, rejecting
6.	Bidding	Making proposals, channeling the discussion, giving and supporting reasons, questioning, amplifying your proposal, emphasising
7.	Bargaining	Accepting, rejecting, persuading, justifying, making counter- proposals, conceding, giving conditions, expressing feelings, stalling hedging, reasurring

8.	Settling & concluding	Summarizing, checking, making future plans, celebrating, toasting, postponing action
----	-----------------------	--

(Enache, 2011)

5. Negotiation Styles

To define our Negotiation skill, we must look at Negotiation style. Negotiation style is shaped and influenced by each negotiator's personality and abilities, as well as the cultural, political, emotional, and physical situation surrounding the negotiation. However, in addition to style, many other factors such as tactics and strategies, negotiation structure, and external influences play an important role in shaping the negotiation process and outcome.

Negotiation styles and behaviors are the communication patterns that are employed in a negotiation situation to achieve a certain result (Brett & Thompson, 2016). There are five main negotiation styles: accommodate, avoid, collaborate, compete and compromise. Successful negotiations often involve one or more different negotiation styles. An effective negotiation strategy relies on a solid understanding of the five negotiation styles. The following is a further explanation of each style:

1. Accommodating

Maintaining the relationship between the negotiating parties is the top priority for accommodating negotiators. The accommodating style is characterized by a desire to minimize conflict in the negotiation while one

person submitting to someone else viewpoint or following instructions when one would prefer not to (Rahmat, 2020).

2. Avoiding

Negotiators with an avoidant style prefer to stay objective and avoid creating tension. They often pass responsibility to the other party and not address the problem in an attempt to keep neutral (Miller, 2014). They do not actively seek their own interests or those of the other party and does not pursue their own concerns or those of the other person.

3. Collaborating

Collaborative negotiation style is a joint problem-solving technique. It aims to create a win-win situation. Collaborative negotiators are very good at finding innovative solutions to complex problems. By cooperating with other parties, those who exhibit a collaborative style aim to find creative solutions that fulfill the needs of all parties involved. It is an active strategy with a demonstrated level of cooperation (Ciuladiene & Kairiene, 2017).

4. Competing

Competitive negotiators are results-oriented and focus on having their own way than the other person (Gbadamosi, Baghestan & Al-Mabrouk, 2014). They do not focus on the relationship with the other part

or keeping good relations. Those with a competitive negotiation style are usually less willing to compromise and in extreme cases, can become aggressive.

5. Compromising

The compromise style aims to find a middle way that is mutually beneficial to all parties. However, it differs from the collaborative style in that it does not aim to reach a win-win scenario. Instead, compromising negotiators seek a solution where both parties sacrifice some of what they want in order to get a solution. The purpose of the problem solving is to reach an agreement and get the goal (Alagozlu & Makihara, 2015). The following is the picture of negotiation style including who is the winner and the loser based on the diagram:

5.1 Picture of Negotiation style diagram



(Craver, C. 2024)

This image illustrates a negotiation strategy model based on the balance between "Our Wants and Needs" and "Their Wants and Needs." It consists of five negotiation approaches: Compete, where one party wins and the other loses (I Win - You Lose); Collaborate, where both parties achieve mutual benefit (I Win - You Win); Accommodate, where the other party wins while one sacrifices (You Win - I Lose); Avoid, where neither party wins or achieves satisfaction (I Lose - You Lose); and Compromise, a middle ground approach where both parties win some and lose some. The model highlights how negotiation outcomes depend on the prioritization of self-interests versus the interests of others.

D. Gender Differences in Negotiation

Male and female as the two parties have differences when doing negotiation. Differences in negotiation behavior were exhibited between male and female teams (Harrington, 2006). Males were more likely than females to talk about their positions. In comparison, the female pairs talked about personal information far more than the males (92 % of the females compared to 23 % of the males introduced information about themselves into the negotiation). The personal information the women discussed was directly relevant to what each side wanted, and introducing this information into their negotiations helped expand their shared understanding of the goal on both sides.

Men typically focus more on the competitive elements of a negotiation (discussing their position from the outset, resorting to confrontational behavior,

talking about each side's legal responsibilities) while women focus more on the relational aspects – the needs of both sides and how the outcome of the negotiation will affect other people. While men focused on the interests at hand, women focused on the relationship and the vested interest of the beneficiaries. Moreover, men are more aggressive toward men than women, using “hard commitments” toward male negotiating partners more than twice as often as they do with female negotiating partners (Huang & low, 2018). Similarly, men are more likely to use friendly or yielding strategies toward female partners than male (Babcock & Sara, 2009).

E. Previous Studies

There are several studies in terms of age and learning status environment in negotiation process that related to this research. In this section, some previous studies explained together with their similarities and difference related to this research.

First, some previous study about negotiation skill between teacher and student. According to to Khalid, Saliya and Abduh (2019) Negotiation skill occurs between teacher and student using the negotiation of meaning strategies; repetition, elaboration, simplification and comprehension check questioning. This avoids conversational issues and provides a way to fix communication breakdowns. When there is a breakdown in communication, the parties talk about the issue and keep talking. In order to aid L2 acquisition, the interlocutors employed a variety of meaning negotiation techniques during the interaction, such as repetition, elaboration, simplification, and comprehension check questioning. The examples

are clarification requests “What? Huh?”, comprehension checks “Do you understand?”, and confirmation checks “Is this what you mean?” (Gass et al, 2008).

Second, several previous studies about negotiation skill between children and adult. According to Azkarai and Agirre (2016) conversational strategies occur in negotiation of children and adults. The study indicates that younger learners tend to engage more in negotiation of meaning strategies during task-based interactions, likely due to their developing language skills and greater need for clarification. In contrast, mainstream learners with more advanced language abilities rely on conversational strategies like turn-taking and paraphrasing, allowing them to keep conversations flowing without needing frequent clarification. CLIL learners, who are learning both content and language, may use a mix of Negotiation of meaning and content-specific strategies to ensure understanding of both language and subject matter. Additionally, task-based differences in Negotiation of meaning strategies depend on. Based on this study we can conclude that negotiation skill could happen in terms of age following the negotiation skill itself.

Third, several studies that discuss about negotiation between teachers and adult students. According to Love and Suherdi (1996) there are different types of negotiation that occur between teachers and adult ESL (English as a Second Language) students at various stages of the curriculum cycle. These negotiations are influenced by the stage of learning the students are in, with different strategies used depending on whether the students are in the initial, intermediate, or advanced phases of language acquisition. At the earlier stages, the negotiation may focus

more on language comprehension and meaning clarification, while at later stages, it might involve more complex language skills such as refining pronunciation, expanding vocabulary, or addressing more advanced grammar issues. The curriculum cycle, therefore, plays a significant role in shaping the nature of these interactions, with teachers adapting their instructional approaches based on the students' evolving language proficiency and learning needs.

Fourth, a study about negotiation skill in conversation between English native speaker (NS) and non-native speaker. Adams (2016) in the study that focus on effective topic changes made by non-native speakers during informal conversations with native speakers of English. negotiation of meaning (NoM) did occur between non-native speakers (NNSs) and native speakers (NSs) in the study described, but the focus was primarily on how topic changes were managed, particularly marked topic changes where there is no connection to the previous talk. While the study primarily examines how non-native speakers initiate new topics, this process inherently involves negotiation. In the context of informal conversations, topic changes especially those that are marked often require both speakers to negotiate meaning in order to ensure mutual understanding and smooth transition. For example, when a non-native speaker introduces a new topic that is entirely disconnected from the previous conversation, the native speaker may need to show acknowledgment, ask clarifying questions, or respond in a way that signals readiness to engage with the new topic. This interaction reflects the negotiation process, where both parties collaboratively determine how to handle the shift in

conversation and ensure that both understand and can continue the exchange effectively.

Fifth, the study about negotiation skill between native speaker (NS) and non-native Speaker that doing video-based conversational interaction on the longitudinal development of second language (L2) production in college-level Japanese English as a foreign language (EFL) learners over the course of one academic semester. According to Saito and Akiyama (2016) in the study of negotiation for comprehensibility occurs during the video-based conversational exchanges between the learners (non-native speakers) and their native speaker interlocutors. This process primarily happens when the non-native speakers' utterances hinder successful communication, meaning that the native speakers identify moments where the non-native speaker's language is unclear or incorrect.

Based on previous studies mentioned above, these studies highlight the importance of negotiation skills in communication, they differ in the specific participants (teachers, students, children, adults, native speakers) and the strategies involved based on the context, such as the stage of language proficiency or the formality of the interaction.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology procedure, including a short description of the research design, research participant, method of data collection and method of data analysis.

A. Research Design

In this research, the researchers used qualitative methods. According to Nugrahani and Hum (2014), qualitative research methods are methods that can be used to explore and understand the meaning derived from social and humanitarian issues. This method does not focus on data that can be calculated or analyzed statistically, but requires descriptive analysis to explain the phenomenon under the study. In the context of language education, phenomenological approach was used, as described by Gill (2020) as a qualitative research approach that focuses on understanding the lived experiences of individuals through in-depth interviews and observations. This approach allowed the researcher to understand how participants perceive and interact with their environment.

The methods used in this study attempted to provide descriptive insights of negotiation skills in conversations between male and female EFL students. Data were collected through observation and interview, the results were extracted from video and audio recordings. The method aimed to describe the events and phenomena observed during the research process, offering a comprehensive understanding of the negotiation skills in conversation used by the participants. A

phenomenological approach was applied to explore the participants' experiences in the context of conversation, particularly in language education.

B. Research Participants

Creswell (2003) asserted that qualitative research occurs within authentic environments like schools, workplaces, or residences. In this environment, we found many population. "A population is a group of individuals with the same characteristic" Creswell (2012, p.142). This study was conducted at UIN Ar-Raniry Banda Aceh. The population of all English students are 678 total active students. Ten students who were taking a class that required them to do negotiation were became the respondents of this study.

In this study, the purposive sampling approach was adopted. Taherdoost (2016) defines purposeful sampling as an approach in which selected places, people, or events are intentionally picked to provide substantial information that cannot be obtained through other means. According to Creswell (2012) purposive sampling can disrupt a trend by selecting a topic that is not fully based on the breath of the area. Based on definition above purposive sampling allows researchers to intentionally select subjects or cases that are rich in information and directly relevant to the research topic. The researchers selected participants by looked at the active and unactive student in the classroom. In conducting observation, there are ten students that divided by five male students and five female students that become respondents of this research. Each student done negotiation in pair both male and female English student. As a result, there are five groups that conducting

in observation. While in interview, there are ten respondent who were interviewed in this study. To hide their identities, the respondents used initials. The initial designed as following table below:

Table 3.1 The Initials of Respondent

Number of Group	Male (M) / Female (F)	Initials	
1.	M	SE	R1
	F	CR	R2
2.	M	AA	R3
	F	RM	R4
3.	M	HL	R5
	F	PA	R6
4.	M	SM	R7
	F	KM	R8
5.	M	MA	R9
	F	NA	R10

C. Method of Data Collection

The data of this Research collecting by using Observation and Interviews.

The detail described as the following:

1. Observation

Observation is the first method of this study. It allows researchers to systematically record behaviors, interactions, and events as they naturally occur,

providing firsthand, real-time data. According to Cohen, Manion, and Morrison (2018) observation is particularly valuable when studying group dynamics and non-verbal communication, as it enables the researcher to understand how the system works. When observing the researcher did not participate in the class activities instead only doing observation as independent observer and looking how the activities occur in the classroom. (See appendix D for the observation instruments)

2. Interviews

Interview is the second method of this study. As noted by Kvale (2012) interview offer a more in-depth understanding of participants' perspectives by allowing them to express their thoughts, feelings, and experiences in their words. The interview is a process of communication or interaction to collect information through questions and answers between researchers and research object (Rahardjo, 2011). Interviews was used to obtain verbal answer from student that doing negotiation in conversation. The type of interview used in this study is semi-structured. George (2022) states that Semi- structured interviews are a mix of structured and unstructured interviews. While a few questions are predetermine by the researcher and the others are not planned. According to Cohen and Manion (2018) semi-structured interviews provide writers more freedom in crafting questions and allow participants to share an overview of their own experiences. The researcher would interview with some questions related to find out the differences of negotiation skill that male and female use when doing conversation.

D. Method of Data Analysis

After collecting data from the respondents, the data analysis process begins. It aimed to answer the research question. To answer research question, data from observation and interview procedure must be analyzed. In analyzing data collected from observation and interviews, qualitative methods are commonly used, often involving thematic analysis. Thematic analysis is the process of identifying, analyzing, and reporting patterns (themes) within data. Braun and Clarke (2006) highlight that this method allows researchers to systematically code and categorize the data, leading to the identification of key themes that emerge from the participants' responses and observed behaviors.

The data that collected by observation analyzed qualitatively by using descriptive analysis. The researcher created an observation rubric in accordance with the topic study for the assessment in class situations. when observing the researcher field notes and write the description in the rubric column of what is found according to how their negotiation skill strategies, language style and how they communicate to each other when doing negotiation in conversation. There are five groups that conducted in observation. This observation activity recorded to become an effective way when doing analysis. As stated by (Creswell & Poth, 2018) the data from observation involves the careful review of field notes or recordings to capture recurring patterns and significant interactions in the classroom activity.

The data that collected by Interview analyzed from the answer that collected from the interview. In conducting interview, there are ten respondent who were

interviewed in this study and analyzed by the researcher. According to Miles, Huberman and Saldana (2014) data analysis in qualitative research is carried out when data collection takes place, after completing data collection within a certain period. At the time of the interview, the researcher analyzes the interviewer 's answers. Based on Miles, Huberman and Saldana (2014) the process to analyze the qualitative data divided into three steps:

- a. Data reduction: This is the process of refining, categorizing, focusing, eliminating, and organizing the data gathered from research to draw conclusions and verify findings. The researcher selected relevant information from the interview results, specifically focusing on negotiation skills in conversations between males and females.
- b. Data display: Once the data had been reduced, the researcher organized and condensed it. The information was then presented in the form of descriptions or narratives, making it easier to interpret.
- c. Data Conclusion and Data verification: In this final stage, the researcher made conclusions from the interview results and presented them in the discussion section. This step ensured the accuracy and reliability of the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion regarding the topic.

A. Findings

This study aims to determine the negotiation skill between male and female English students, especially on what skill and strategy they use when doing negotiation. The findings of the study are based on research question “What Negotiation skill do male and female English students employ during conversation?”. The result of this study obtained from observation and interview.

1. Observation Result

This section presents the findings of the observation in conversations between male and female English students within the five groups. Focusing on the nine aspects of negotiation skill such as initiation, turn-taking, use of questions, non-verbal cues, language style, emotion management, conflict resolution, and outcomes. These are explained in detail as follows:

1.1 Initiation of negotiation

The results showed that in Groups 1, 3, and 4, women initiated more negotiations. For example, women started the conversation by asking questions to male and the questions were asked in an active style. Active style showed that the use of body language, sound of speak and show many expressions is active. This

situation created an active discussion atmosphere from female. while male initiated negotiations in Groups 2 and 5. For example, the male in group 2 enthusiastically gave an argument using a big voice and the male in group 5 use active hand movements for being more proactive in the group. This showed that women often take a proactive role in interpersonal settings to encourage inclusiveness and cooperation.

Meanwhile, male initiation, as seen in groups 2 and 5 reflects assertiveness, a characteristic usually associated with male conversational styles in negotiation contexts. These findings emphasize that the ability to initiate conversations is an important skill that is used differently based on gender.

1.2 Communication Breakdowns

Based on the findings, the researcher found that there were many variations of communication breakdowns from each group. When there is a problem in communication during a conversation, sometimes people will not realize that they are in a problematic position. This proves that when observing, the researcher found that there were people who performed non-verbal skills such as smiling or laughing despite being in a communication breakdown. However, this would be better understood by the researcher as the person observing and analyzing them. So, the results of the communication breakdown that occurred in each group were:

Group 1: Unclear communication leading to lack of understanding.

Group 2: A one sided ignoring discussion.

Group 3: A combination of ignoring and abandoning behavior disrupted the interaction.

Group 4: Unclear explanations led to challenges.

Group 5: Unclear communication is again a barrier.

These groups highlighted the participants' different abilities to repair and navigate conversational challenges in the negotiation literature. In group 1, the problem they encountered was a lack of understanding due to unclear communication. Unclear communication leads to confusion and negotiation. In contrast to group 1, the problem faced by group 2 is being ignorant in one party where this happens when one party tries to speak and the other party ignores what is given and switches to another topic. This can trigger negotiations to achieve their intended goals. Similar to group 2, the problem in group 3 is the double problem of ignoring and abandoning which will make the problem look more confusing. In group 4 the problem occurs because of the lack of clarity in explaining. For example, when the female explains something and it is found unclear then the male continues to ask and ask for more explanation.

This breakdown highlights participants' different abilities to repair and navigate conversational challenges in the negotiation literature. Females showed a tendency to ignore and unclear communication, which may be related to emotional responses or having inadequate clarification strategies. In contrast, men tend to

persist in unclear exchanges, reflecting different approaches to dealing with communication breakdowns.

1.3 Turn taking

Turn-taking was balanced in Groups 1, 3 and 4. For example, in Group 1, participants ensured that each individual had equal time to speak, promoting fair and inclusive interactions. Similarly, Group 3 demonstrated an orderly turn-taking process where participants took turns speaking without interruption. In Group 4, participants maintained an even distribution of turns, allowing both sides to contribute equally to the discussion. This balanced turn-taking fostered mutual respect and effective communication within these groups. Balanced turn-taking also facilitated fair dialogue, allowing both sides to contribute meaningfully, which is a marker of effective negotiation. In contrast, Groups 2 and 5 demonstrated an imbalance in turn-taking dynamics. In Group 2, some participants were not given sufficient time to speak due to disagreements and dissent, which disrupted the flow of the conversation. This imbalance may have created a sense of frustration or lack of engagement among those who could not contribute equally. In Group 5, the dominance of male participants significantly affected the turn-taking process, leaving female participants with few opportunities to speak.

The balance or imbalance of turn-taking present in the observed groups significantly affected the quality of interaction and communication outcomes. Balanced turn-taking, as seen in Groups 1, 3, and 4, allows all participants to contribute equally, fostering mutual respect and inclusiveness. This creates an

environment where ideas can be freely exchanged, leading to effective dialog and productive discussions. It also improves group dynamics by ensuring that no one feels excluded, making it easier to reach consensus or resolve issues. Conversely, unequal speaking turns, as observed in Groups 2 and 5, can lead to domination by one or a few people, thus disrupting the flow of the conversation. This dominance can be due to the assertiveness or control exerted by certain participants, often influenced by traditional gender roles or personality traits. Such imbalances can suppress the voices of less dominant participants, limiting the diversity of perspectives and ideas. For example, in Group 5, male dominance meant that female participants had fewer opportunities to speak, highlighting the unequal power dynamics within the group. Unbalanced interactions can lead to frustration, reduce engagement and inhibit collaboration.

1.4 Use of Questions

In the groups 1, 2 and 3 female frequently used questions more and started the conversation by asking first. While in the groups 4 and 5, males took the lead and tends to ask more. Asking questions is an important negotiation skill, used to seek clarity, gather information, and direct discussion. The frequency with which female participants asked questions indicated a collaborative and exploratory approach to negotiation. In contrast, questions led by male participants in Groups 4 and 5 reflected a more directive and controlling style.

1.5 Non-Verbal Cues

As the researchers have stated earlier in the first chapter, negotiation is one of the non-verbal skills that is very influential when there is an agreement that must

be completed. This non-verbal is a skill that occurs unintentionally by someone who is negotiating. The observation shows that effective non-verbal communication occurs in groups 1, 2, and 3, where gestures, eye contact, and facial expressions play an important role. For example, group 1 uses gestures and hand movements, group 2 uses facial expressions with a lot of laughter and group 3 uses eye contact and hand movements. When these groups are together, each male and female in the group uses non-verbal engagement.

However, groups 4 and 5 showed ineffective non-verbal engagement, with the men primarily using hand movements while ignoring other cues such as facial expressions or eye contact. For example, in group 4 the men did not use many actions while the women used few hand movements and in group 5 they both used few hand movements. This suggests a narrower range of non-verbal strategies among men, in contrast to women who tend to be more expressive and inclusive in non-verbal communication.

1.6 Language Style

There are several language styles that may appear in communication such as formal, informal, assertive, polite, and others. In this observation, the researcher found that the informal language style was more dominant in groups 1, 2, and 3. For example, in group 1, the language style they did was an informal style with informal language and the usual style of folding their hands casually. In group 2, the researcher found that they were very active people and had big voices and enthusiasm, this showed that their style was an informal style and in group 3 there was a mixture of styles that occurred here, for example men who were only flat

showing a formal attitude and women who made a lot of movements but because of the activeness of women made men become people who moved a lot in the end.

While group 4 used a formal style of language for example they only spoke seriously and flatly and only occasionally used hand gestures and both were very polite. Sometimes language styles can be combined into two styles such as informal with polite and others, for example in group 5 they still use politeness although occasionally the man does a lot of humor and makes both of them laugh. Informal language styles can enhance rapport and ease, helping with negotiations, while formal language styles signal professionalism and seriousness. These choices reflect the ability to be polite.

1.7 Emotion Management

By using emotions, each person demonstrates their strengths and try to express them, particularly at the calm and nervous levels. Based on observations, there were various variations in emotional management: Groups 1, 4, and 5 exhibit calm emotions in both genders, showing a balanced and composed approach to negotiations. In contrast, Groups 2 and 3 display emotional responses that could interfere with effective negotiations, which can be described as nervous. These groups were observed to be very enthusiastic, noisy, and even raised their voices during the negotiation process. Emotional regulation is crucial in managing conflicts and maintaining constructive dialogue. The calm demeanor in Groups 1, 4, and 5 reflects emotional intelligence, while the nervous emotional responses in Groups 2 and 3 indicate areas for improvement, as they can disrupt the surrounding environment and hinder productive negotiations.

1.8 Conflict Resolution Strategies

This highlights the negotiation style or negotiation diagram used by each group. The researchers observed how conflict or disagreement was handled and the following are the results:

Group 1: Collaboration.

Group 2: Competition.

Group 3: Avoidance.

Group 4: Compromise.

Group 5: Collaboration.

The collaborative strategies in Groups 1 and 5, and compromise in Group 4, are in line with the negotiation literature that emphasizes win-win outcomes and shows that sometimes men and women can handle disagreements. For example, in observations that they successfully use collaborative observations they will smile and nod and there is a positive aura that is visible. In contrast, the competitive strategies in Group 2 and avoidance in Group 3 show less effective negotiation dynamics, which often result in unresolved or unbalanced outcomes. As a result, they do not accept any of the arguments put forward so that in the end the male is win because very dominant.

1.9 Negotiation Outcomes

This outcome aims to look at the final part of the negotiation. Whether the outcome is mutually beneficial or one-sided based on the type of negotiation. There are 3 types of negotiations described earlier in the literature review, including type

1 (unilateral negotiation), type 2 (pure coordinated negotiation) and type 3 (no competing negotiations). As a result, there were variations from each group:

Group 1: The male participant accepted the outcome (Type 2).

Group 2: Both participants reached a double agreement (Types 2 and 3).

Group 3: Male participants dominated the discussion (Type 1).

Group 4: Male participants accepted the outcome (Type 2).

Group 5: Both participants accept the outcome (Type 2).

Group 1, 4 and 5 showed type 2 where they made an agreement and the men accepted what the women said, while in group 2 which was a combination of type 2 and 3, they made an agreement but gave clear reasons first and this would reinforce each other. In group 3, the man dominates by not connecting when speaking so this is said to be a one-sided negotiation. Ultimately, in this situation, men are more likely to make concessions and accept the final outcome but will also still dominate if the dominant negotiator is very strong. On the other hand, both men and women who reach at the same agreement by collaborative and inclusive approaches resulted more balanced agreements for effective negotiation.

After knowing the observation result, the researchers took a difference critical insight of negotiation skill both male and female:

Male : showed assertiveness in assuming dominance and decision-making, with a narrower range of non-verbal but effective directive questions.

Female : showed strength in initiating conversations, using questions, and utilizing expressive non-verbal cues, reflecting a collaborative and inclusive negotiation style.

2. Interview Result

This section provided all the interview content from the ten participants selected who were the students of PBI in Ar-Raniry Islamic University who specifically had studied about negotiation in their class. This research used semi structured interview. Result from the interview were recorded and transcribed. Each answer from the students was explained and analyzed according to the interview question list. It aimed to answer the research questions. The following are findings of negotiation skill both male and female that doing negotiation. After analyzing the data, the researchers found several findings related to this research. These are explained and draw conclusion in relation with question in detail as follows:

2.1 Starting conversation when there is a different opinion

Based on the findings of the interview, the researchers determined that when starting conversation sometimes people will explain more about the opinion in the conversation. As a result, female tends to be the first who start conversation and male sometimes will give the opinion by explain in several way such:

a. Explain by asking some question

R4 said:

“sometimes I start my conversation by asking like this, I think my opinion is bla bla bla, if you didn’t understand I will explain it more”

Similarly, R10 also said:

“I have different view of opinion so the opinion will end up by asking”

In other way the two males tended to use word “sorry” to express their respect for female before asking question about opinion, R3 and R7 said:

“I will say sorry first than I will tell the correct opinion with my own way”

The word “sorry” will express the emotional approach that can make female feel more respect and can talk heart to heart. As R3 said:

“I always say sorry first to make approach for the girl, and I didn’t want to make someone heart is hurt. I am a submissive person”

In addition, R5 also approaching because he knows that girl is very emotional but he kept straight to his own opinion. R5 said:

“I want to approach them first because when we have different opinion or topic to build more relation and keep polite”

b. Explain and then make a plan

R8 said:

“before that we must to discuss first and make plan also briefing to synchronize with other people because if we not have synchronize it will very hard to explain”

In addition R6 also said:

“firstly, I state what I wanted to say and then i will make my idea and then share my idea....”

It showed that R6 did not say word “plan” here while he arranged everything so well and it conclude by planning person in beginning negotiation.

c. Straight to the point (unwordy)

If the other trying to begin conversation by much asking and explaining, here there are who only say the opinion and then silent. This will happen both male or female suitable with their environment. R1 and R2

2.2 Approaches to resolving disagreements in discussions.

Base on the interview result. Researcher found that the four negotiation style occur in the participants. This style will begin after every person had explained and looked at their argument first. So, if there is no change due to disagreements its important to do resolution in negotiation. To solve the problem, participant need to use their negotiation style or skill.

a. Female is tend to be more collaborative

Every females have their own opinion for being collaborative by explaining more, as said by R6, R2, R4, R8 and R10.

R6 said,

“I will trying to make them see my point of view, if they can provide the strong opinion, that was good enough I will try to see their point of view and trying to collaborate”

In addition R2 also said,

“when there is disagreement in the opinion I will ask why first and then I will discuss more about the make sense opinion and get the middle way, I more in collaborative people”

Another female respondent R4, R8 and R10 talks the same way and still heading towards collaboration and try to find the middle way. Sometimes boy can to be collaborative to if they feel female given strong argument and good opinion.

If the opinion is did not good they will give option to reach a deal. R7 said:

“of course We will looking at the other subject. In negotiation if e didn’t get the first way maybe we can find in second negotiation. In my opinion there are max 3 negotiation so I give them three option”

b. Male more dominance and stay in the opinion

As we know in the social perspective, male tends to be a more dominance people than female, but before that there are male who trying to find and discuss middle way first. As R9said:

“I usually try to find middle way, but if they keep refuse I will convince them by explain more. Honestly, I want to say that I more in dominance people. Even if I feel disagreement I keep with my opinion but in polite way”

The word “polite way” as R9 said, showed that male usually still thinking about female emotional and talking carefully in order didn’t hurt female heart. But in this case he still keep in their opinion. Another strong dominance also conducted by male .

R5 said,

“Its okay for me actually if there is someone who have different opinion with me. I would say my opinion and say oh okay its okay, but I did not want to accommodate. I did not want to force you but I also did not follow your opinion”

c. Accommodate by keep following the other partner opinion

Male used to be accommodate because did not want to contribute more.

R1 said,

“I’m not the fuss type and I’ll follow also give all to my partner.”[sic]

While female tends to be accommodate if the collaboration is did not successful before.

R4 said,

“I will look for another deal, if there is nothing acceptable then I will give in and accept the partner's deal”.

From the words above, it showed that male will be an accommodating people, they do not want a lot of pleasantries and immediately want to solve it without a fuss. whereas women will be accommodating when talking to men who have stronger opinions than them and this happens when collaboration fails during the conversation.

d. Explaining more deep with heart to heart (compromised)

Researcher thought that this situation can be founded in female way. While based on the interview result, researchers found that male is more talking emotionally in order to make female feel comfortable. R3 said:

“I will try really hard to find the way heart to heart. Although there were person who have disagreement with me I will back to my priority. Because I cannot break the relation just because the different opinion. I will try again and again to negotiate more”

Female also talk emotionally but in other way female will talk emotionally with female. Whereas with male, female will try to continue to assertively convince male in doing negotiation.

Sometimes the approach can change due to the situation and context. For example when you think you were in dominance person,that can turn into collaborative if your own opinion or argument is more strong.

2.3 Verbal and Non Verbal Skill in Negotiation

When trying to convince and bring partners to our opinion sometimes person use verbal and non verbal skill. Verbal skill is more visible than non verbal skill. Its depend on body language that they used when doing negotiation.

a. Using Body Language

All participant used body language such as hand movements, facial expression and eye contact when tried to convince someone. But there were people who use body language in formal way.

R8 said,

“I will use formal way if my partners is boy. I think I did not want to give much expression with boy”

b. Using fact

Seven participants who done interview using fact to make their opinion is strong. As R5 said,

“Fact is ability. It will be successful when you have strong fact, it mean that you have provement”

Additionally, R7 emphasized,

“giving fact and body language to show our power”

c. Using emotional

Based on interview result...As mentioned earlier Male is using more emotional than female to keep respecting female. Despite, female tends to use emotional with their nearest male friend.

R2 said,

“I am not a talkative and one of straightforward person but with my best friend I will talk to much and using emotional”

R6 also said,

“Everyone knows that girl use emotional with girl while with male they must to think about us first”

Every person is a negotiable person, but when the person have too emotional they will be non negotiable person because everything that the person thought is about emotional and he or she did not give the opinion and here the effective negotiation is cannot occur.

As R3 said,

“I am a not negotiable person, because I take everything emotionally. When someone ask me about my opinion, I might give them the answer but not to the point. I really scared if my opinion hurt my friend”

After the researcher asking what is the factor of being too emotional with adib. The respondent told that because his family environment. As R3 said,

“It came from my family, they raised me in this kind of influence”

Based on this case, researchers conclude that the way of negotiation skill might be influence for student because their own environment.

2.4 speaking style in negotiation

Based on interview findings, speaking style such as being confident style, quite style and mixed style will be affected for effective negotiation. All participant told that the way they speak changed how they doing negotiation based on the context and situation.

a. Confident style

The result from the interview shows that confident such as believing in ourselves emphasize that we are knowledgeable and have power.

R6 emphasized,

“Confident is the key when doing negotiation”

R8 added,

“Based on my experience, silence will make me lose so I will be more confident and active”

R4 also said,

“I am a confident person, but it back to the person who I negotiate is, for example with lecturer I will be more formal and with my friend I will more informal just as how I in daily life”

As a result researcher conclude that confident can make an effective negotiation and creating power from someone. Although everything is about person, condition and context of negotiation, being confident can hide all the lack of our communication in negotiation skill.

b. Quite style

Based on interview result, the quite way of communication affected and changed how the way they talk in negotiation. Although they are known as people who do not argue both male and female will continue to negotiate if they have different arguments and strong opinions. It based on the context of conversation or the partner.

R7 said,

“Yes, because when we negotiating or conversation we have to hearing right here in silence and get points what person wanted to talk. Its changes my way to speak but it is not change my way to think”

It shows that quiet men also pay attention to the points made by their partners. Whether the argument is strong or weak. It can be concluded that men may have a more reserved way of speaking but it does not change the way they think when negotiating. Despite of this, female tends to being more quite if the partners is did not want to collaborate.

As R8 said,

“I will become quite if my partner is not contribute or this partner can not negotiate and convince us more what their goal. The partner is didn't want to collaborate then I will quite. But quite did not get the solution and I will upgrade myself”

By knowing that quite way can make a non effective negotiation R8 would change the way of speaking for being more confident. In order to be heard by the partners. This show that there are a big influence for negotiation in being confident or quite people.

c. Mix (Confident and quite) style

Sometimes male respondent tended to use mix (Confident and Quite) way of person based on the interest from the respondent.

As R9 said,

“I will show the confident when I talk but sometimes I will use the quite way depending on my interest of the conversation”

female respondent also in this mix way of communication, its depend on the character of the partner.

R2 said,

“if with stranger boy I will quite and more straightforward depending what we negotiate is. If the argument is more complex I will be more confident”

Women usually not being able to remain silent when negotiating, even though their way of speaking is silent, it changed to confident if they felt threatened and cannot accept the partner's opinion or negotiations or in the situation what partner says are more complex. It showed that female remain to confident according to who the partners are and how they negotiate.

C. Discussion

Based on the data analysis, the researcher wanted to examine the research question in this study. The research question is “what negotiation skill do male and female English student employ during negotiation?”. To answer the research question, the researcher conducted observation and interviews. This study aimed to find out about the differences and strategies in negotiation skills during conversation between male and female English students. The following table of discussion drawn to make the clear differences of negotiation skill between male and female English students based on the findings:

Table 4.1 The result of Findings

Aspect of Negotiation Skill	Observation Results	Interview Results
Initiation	Females frequently initiated conversations to promote inclusiveness and collaboration (Tannen, 1990; Ramirez, 2012). Males initiated less often, focusing on task-oriented communication (Harrington, 2006).	Females confirmed initiating discussions to foster mutual understanding (Tannen, 1990). Males initiated primarily for task completion.
Turn-Taking	Females encouraged balanced turn-taking and collaboration (Mahmud & Nur, 2018). Males were more directive, often interrupting (Harrington, 2006)	Females emphasized fairness and inclusiveness. Males acknowledged asserting dominance during discussions.
Use of Questions	Females used inclusive questions to promote clarity and engagement (Mahmud & Nur, 2018). Males used directive questions to assert control (Brett & Thompson, 2016).	Females highlighted asking questions to foster consensus (Tannen, 1990). Males focused on clarifying tasks.
Integration of Verbal and Non-Verbal Skills	Females integrated verbal and non-verbal strategies effectively (Ramirez, 2012).	Females acknowledged gestures and tone as crucial. Males focused

	Males relied more on verbal communication (Cooren & Fairhurst, 2020).	on verbal clarity and confidence (Cooren & Fairhurst, 2020).
Language Style	Females used collaborative and relational language (Mahmud & Nur, 2018). Males employed assertive, task-focused language (Harrington, 2004).	Females prioritized emotional harmony (Lewicki et al., 2016). Males emphasized clarity and directness (Brett & Thompson, 2016).
Emotion Management	Females managed emotions to maintain harmony (Lewicki et al., 2016). Males occasionally used politeness to manage relationships (Ramirez, 2012).	Females confirmed focusing on empathy and calmness (Tannen, 1990). Males acknowledged strategic emotion management.
Conflict Resolution	Females sought collaborative solutions, often finding middle ground (Lewicki et al., 2016). Males preferred competitive strategies, maintaining their positions (Harrington, 2006).	Females described prioritizing dialogue for resolution (Rahmat, 2020). Males highlighted maintaining their stance
Negotiation Outcomes	Females prioritized relationships and collaboration (Ramirez, 2012). Males focused on task completion and competitive results (Brett & Thompson, 2016).	Both genders acknowledged differing priorities: females on relationships and males on efficiency.
Speaking Styles	Females spoke calmly and empathetically, focusing on engagement (Mahmud & Nur, 2018). Males were confident and assertive (Harrington, 2006).	Females confirmed using thoughtful, inclusive tones. Males emphasized assertiveness and clarity.
Strategies for Resolving Disagreements	Females collaborated to find solutions, maintaining emotional harmony (Lewicki et al., 2016). Males used competitive approaches, occasionally accommodating (Rahmat, 2020).	Females noted seeking mutual agreement (Tannen, 1990). Males highlighted maintaining their stance during disagreements.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is discussed about conclusion and suggestion. The conclusion explains about summary of the finding and suggestion describes the benefit of this research.

A. Conclusion

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher present several conclusion as follows:

1. Based on observation findings, this study identified nine aspects of negotiation skills: initiation, turn-taking, questioning, non-verbal cues, language style, emotion management, conflict resolution, and negotiation outcomes. Female participants showed a collaborative and inclusive approach by frequently initiating conversations, using questions, and employing expressive non-verbal cues to effectively navigate negotiations. In contrast, male participants demonstrated assertive and task-oriented strategies, characterized by directive questioning and a focus on achieving outcomes. These observations highlighted distinct gender-based patterns in negotiation style, with women prioritizing relationship harmony and men emphasizing a goal-oriented approach.
2. Based on the interview findings, there were further gender differences in negotiation strategies, particularly in starting and finishing conversations, managing disagreements, and using verbal and non-verbal skills. Female participants approached discussions collaboratively, seeking shared

understanding and encouraging engagement through thoughtful questioning and inclusive communication. On the other hand, male participants used more direct and confident strategies, balancing assertiveness with efforts to maintain rapport. Both genders demonstrated adaptability by integrating verbal and non-verbal elements such as gestures and expressions to enhance negotiation effectiveness. These findings emphasize the influence of effective communication.

B. Suggestion

Based on the findings of this research, the researcher would like to provide some suggestion. The suggestions in this part may be useful for the educators, for students and for future researchers.

1. For Educators

Incorporating negotiation skills into English language teaching can help students develop balanced skills that integrate relational and goal-oriented strategies. Role-playing exercises and reflective discussions can raise awareness of gendered communication styles and encourage adaptability in diverse contexts. It will also be useful to recognize strategies in problem solving that require us to negotiate in the world of educators.

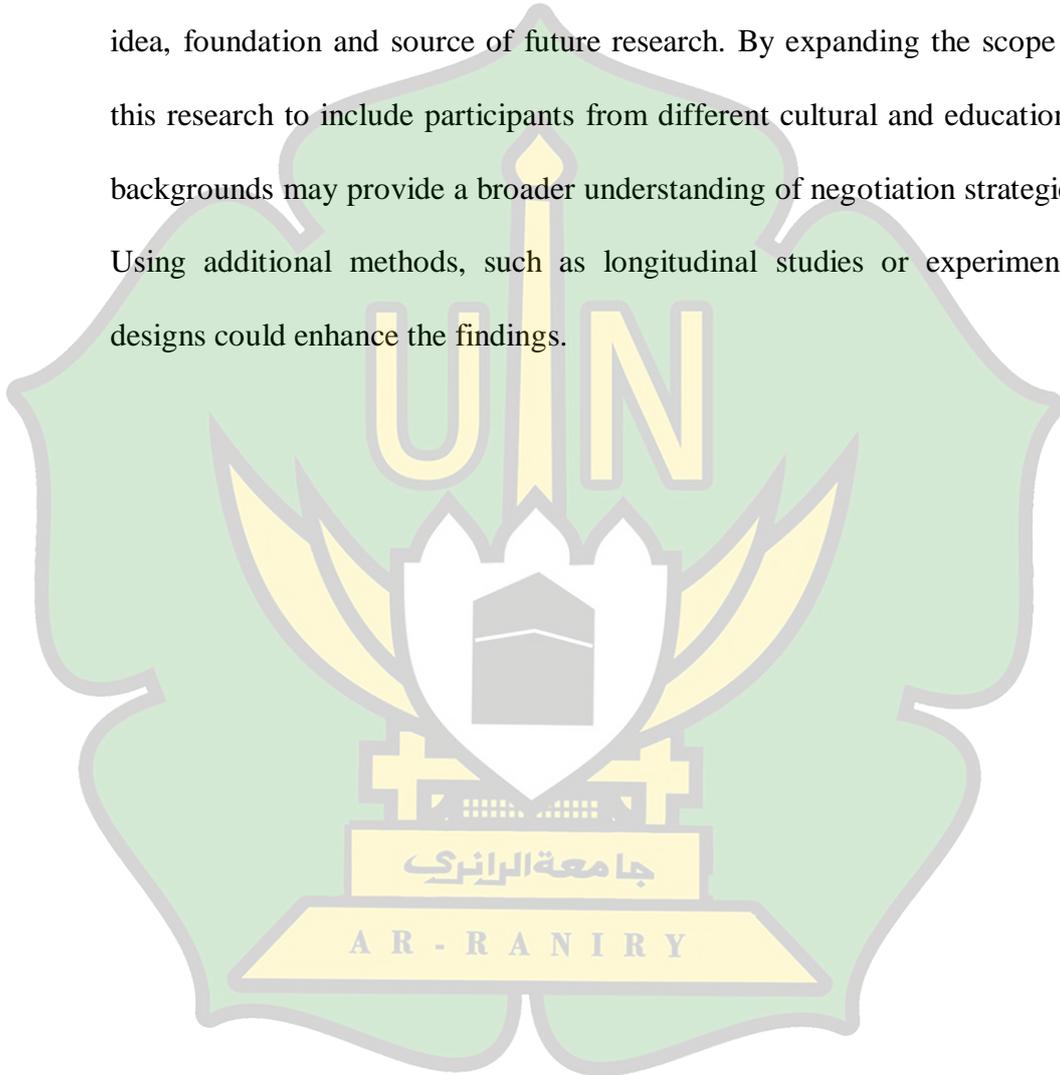
2. For students

It is very beneficially for student awareness of their own communication style because is a key to effective negotiation. Students should be encouraged to capitalize on their strengths while remaining flexible

to adapt strategies that complement their interlocutors, foster mutual understanding and achieve successful outcomes in negotiations.

3. For future researchers

The researcher hopes that this research can be expanded to the new idea, foundation and source of future research. By expanding the scope of this research to include participants from different cultural and educational backgrounds may provide a broader understanding of negotiation strategies. Using additional methods, such as longitudinal studies or experimental designs could enhance the findings.



REFERENCES

- Adams, M, M., (2016). Negotiating topic changes: native and nonnative speakers of English in conversation. *International Journal of Applied Linguistics*, 26(3), 366-383 doi:10.1111/ijal.12134
- Alagozlu, N. & Makihara, M. (2015). Conflict resolution strategies in Turkish and american speech communities: a school setting. *International Online Journal of Education and Teaching (IOJET)*, 2(3). 177-197.
- Ali, S. M., & Krish, P. (2016). Gender-specific English language use of Malaysian blog authors. *Gema Online Journal of Language Studies*, 16(3), 21-35.
- Ansari, A. (2021). The role of interpersonal communication skills in Human resource and management. *International Journal of Science and Research (IJSR)*, 10(11), 916-922.
- Azkarai, A., Agirre, A, I. (2016). Negotiation of meaning strategies in child EFL mainstream and clil settings. *TESOL International Association*, 50(4).
- Babcock, L., Laschever, S. (2009). *The female advantage in women don't ask: Negotiation and the gender divide*. 164-179. Princeton University Press. <https://doi.org/10.1515/9781400825691-010>
- Baquee, A (2016). *Influence of gender roles in language choice: A study on male and female students of private universities in Dhaka city*. Brac University
- Basow, S. A., & Rubenfeld, K. (2003). Troubles talk: Effects of gender and gender-typing. *Sex Roles: A Journal of Research*, 48(3-4), 183–187. <https://doi.org/10.1023/A:1022411623948>
- Biber, D., & Burges, J. (2000). Historical change in the language use of women and men: Gender differences in dramatic dialogue. *Journal of English Linguistics*, 28(1), 21-37.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *qualitative research in psychology*, 3(2), 77-101.
- Brett, J., & Thompson, L. (2016). Negotiation. *Organizational Behavior and Human Decision Processes*, 136, 68-79. <https://doi.org/10.1016/j.obhdp.2016.06.003>

- Brown, G., & Yule, G. (1983). Discourse analysis. *Journal of Linguistics*, 21(1), 241-245. <https://doi.org/10.1017/S0022226700010161>
- Burgoon, J. K., & Manusov, V., & Guerrero, L. K. (2021). *Non verbal communication*. Routledge. <https://doi.org/10.4324/9781003095552>
- Carnevale, P. J., & Pruitt, D. G. (1992). Negotiation and mediation. *Annual Review of Psychology*, 43, 531–582.
- Charles B., & Craver. (2024). Gender differences in negotiations. Retrieved from: <https://www.negotiations.com/articles/gender-interaction/>
- Ciuladiene, G., & Kairiene, B. (2017). The resolution of conflict between teacher and student: Students' narratives. *Journal of Teacher Education for Sustainability*, 19(2), 107-120. DOI: 10.1515/jtes-2017-0017
- Clark, L., Pantidi, N., Cooney, O., Doyle, P.,..... Cowan, B,R. (2019). What makes a good conversation? challenges in designing truly conversational agents. *Glasgow, Scotland UK*. <https://doi.org/10.1145/3290605.3300705>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge. <https://doi.org/10.4324/9781315456539>
- Cooren, F., & Fairhurst, G. T. (2020). The interplay between conversation and organizational communication. *International Journal of Business Communication*, 57(3), 361-376 <https://doi.org/10.1177/2329488414525460>
- Craver, C. (2024). Negotiator Styles in Bargaining-[Image]. Retrieved from <https://www.negotiations.com/articles/negotiation-style/>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Enache, M. (2011). Teaching negotiation skills. *International Conference of Scientific Paper AFASES*. 421-426
- Ernest, G. (1994). Talking circle: Conversation and negotiation in the ESL Classroom. *Washington State University*, 28(2), 293-317
- Gass, S. M., Behney, J., Plonsky, L., Selinker, L. (2008). *Second language acquisition: An introductory course*. Routledge. <https://doi.org/10.4324/9780203932841>

- Gbadamosi, O., Baghestan, G., & Al-Mabrouk, K. (2014), Gender, age and nationality: Assessing their impact on conflict resolution styles. *Journal of Management Development*, 33(3), 245-257. <https://doi.org/10.1108/JMD-02-2011-0024>
- George, T. (2022). Semi structured interview definition, guide & examples. *Scribbr*. <https://www.scribbr.com/methodology/semi-structured-interview/>
- Giles, H. (2008). Communication accommodation theory. In L.A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspective*. Thousand Oaks, SA, US: Sage Publication, Inc. 161-173.
- Gill, M, J. (2020). *Phenomenology as qualitative methodology*. Qualitative Analysis Book. 73-94.
- Harrington, K. (2006). Gender and negotiations: When does gender play a role in gender and negotiations: when does gender play a role in negotiating?. *Seminar Research Paper Series. University of Rhode Island*. 1-17.
- Hartati, E. (2015). The realization of interpersonal negotiation in the conversation. *Journal of English Language and Education*, 1(2),108-169
- Hartono, I., Ihsan, D. (2017). An analysis of meaning negotiation strategies used in conversation by undergraduate efl students. *Education and Humanities Research*, 82, 260-263.
- Holmes, J. (2013). *An Introduction to Sociolinguistics*. Routledge.
- Huang, J., & Low, C. (2018). The myth of the male negotiator: Gender's effect on negotiation strategies and outcomes. 1-37.
- Ihnen, J, C. (2016). Negotiation and deliberation: Grasping the difference. *Argumentation*, 30(2), 145-165. <https://doi.org/10.1007/s10503-014-9343-1>.
- Itakuro, H., & Tsui, A.B. M. (2004). Gender and conversation dominance in Japanese conversation. *Language in Society*, 33(2), 223-248
- Khalid, I., Salija, K., Abduh, A. (2019). Indonesian EFL teachers negotiation of meaning strategies in teaching vocabulary. *Journal of Universitas Negeri Makassar*.

- Klein, C., DeRouin, R. E., & Salas, E. (2006). Uncovering Workplace Interpersonal Skills: A Review, Framework, and Research Agenda. *International review of industrial and organizational psychology 2006* .79–126. Wiley Publishing. <https://doi.org/10.1002/9780470696378.ch3>
- Kovacs, E., Toth, G., & Barath, J. (2016). Conflict management through negotiation. *International Journal of Conflict Management*, 27(3), 230-247.
- Kumar, M., Rai, H., & Pati, S, P. (2009). An exploratory study on negotiating styles: development of a measure. *Journal of Sage Pub*, 34(4), 37-49.
- Laili, N, E. (2019). Negotiation in English as a foreign language classroom. LPPM UNHAS. Tebuireng Jombang.
- Lakoff, R. (1975). Language and woman's place. *Language in Society*, 2(1), 45-80. <http://www.jstor.org/stable/4166707>
- Lewicki, R. J., Barry, B., & Saunders, D. M. (2016). *Essentials of Negotiation*. McGraw-Hill Education.
- Lightbown, P, M., Spada, N. (2013). How languages are learned. *Oxford Handbooks for Language Teachers*.
- Liu, M. (2009). The impact of culture and power on communication styles and pragmatic language choices in business negotiation. *International Journal of business and management*, 4(9), 74-80.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* . Academic Press. 413-468
- Love, K., Suherdi, D. (1996). The negotiation of knowledge in an adult English as a second language classroom. *Linguistic and education journal*, 8(3), 229-267. [https://doi.org/10.1016/S0898-5898\(96\)90023-6](https://doi.org/10.1016/S0898-5898(96)90023-6)
- Martin, R, M, P., Kyllonen, P. C., Hao, J., Bacall, A., Becker, D., Kurzum, C., Barnwell, P. (2019). Negotiation as an interpersonal skill: generalizability of negotiation outcomes and tactics across contexts at the individual and collective levels. *Computers in Human Behavior*.

- Mahmud, M., Nur, S. (2018). Exploring students learning strategies and gender differences in English language Teaching. *UNM online journal*. <https://doi.org/10.26858/ijole.v2i1.4346>
- Malhotra, D., & Bazerman, M. H. (2017). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table and Beyond*. Bantam Books.
- Mehdi, R. (2013). Negotiation of meaning and modified output elicitation across two tasks. *English Language Teaching*, 6(12), 114-128.
- Michael, E, R., Linda, L., Putnam., Lefki, A. (2008). *Handbook of communication and social interaction skills: Negotiation Skills*. Chapter 20. 801-840.
- Miles, M, B., Huberman, A, M., and Saldana, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Miller, O. (2014). The negotiation style: a comparative study between the stated and inpractice negotiation style. *Journal of Social and Behavioral Sciences*, 124, 200-209.
- Nall, M., & Wilson, M. (2018). Improving student conversation skills by teaching negotiation for meaning. *Research Gate journal article*. https://www.researchgate.net/publication/349548628_Improving_Student_Conversation_Skills_by_Teaching_Negotiation_for_Meaning
- Neale, M, A., & Northcraft, G, B. (1991). Behavioral negotiation theory: A framework for dyadic Bargaining. *Research in Organizational Behavior* 13, 147-190.
- Newman, W, H., & Summer, C, E. (1961). *The process of management: Concepts, behavior, and practice*. Google Books. Prentice-Hall.
- Nugrahani, F., & Hum, M. (2014). *Metode penelitian kualitatif*. Solo: Cakra Books.
- Nurfaedah, S. (2015). Conversation analysis : a report on mini research. *Journal of the association for Arabic and English*. *UPT Pengembangan Bahasa, IAIN Kendari*, 1(1), 17-26.
- Pica, T. (1994). Research on negotiation: what does it reveal about second-language learning Conditions, processes, and outcomes?. *Language Learning*, 44(3), 493-527.

- Priyatmojo, A, S. (2014). Teaching transactional and interpersonal conversation: A classroom action research. *Journal of Language and Literature*, 9, 9-16.
- Putri, S, B., Rustandi, A., & Faridah, D. (2022). Teachers meaning negotiation strategies in constructing speaking skill through google meet. *Journal of English Education Program*, 9(1) 2460-4046.
- Rahardjo, M. (2011). *Metode pengumpulan data penelitian kualitatif*. Pascasarjana Universitas Islam Negeri Maulana Malik Ibrahim, Malang.
- Rahmat, N, H. (2020). Conflict resolution strategies in class discussions. *International Jurnal of Education*. 12(3), 49-66. doi:10.5296/ije.v12i3.16914
- Ramirez, J, M, G. (2012). Communication, key to visible excellence in Higher Education. *Journal for Educators, Teachers and Trainers*. 3, 25-36.
- Redaelli, S. (2020) The psychology that drives male-female conversation. *Psychology Today*. <https://www.psychologytoday.com/intl/blog/a-sonnet-to-freud/202009/the-psychology-that-drives-male-female-conversation>
- Saito, K., Akiyama, Y. (2016) Video-based interaction, negotiation for comprehensibility, and second language speech learning: a longitudinal study. *Journal of Research in Language Studies*, 67(1), 1-32 DOI:10.1111/lang.12184
- Stanley, j., & Williamson, T. (2016). Skill. *Nous*, 51(4), 713-726. <https://doi.org/10.1111/nous.12144>
- Sumipo, J, M. (2020). He's a man and she's a woman: A conversation analysis on linguistic gender differences. *International Journal of English Literature and Social Sciences*, 5(2), 446-450.
- Stanton, A. (2001). *Men and women in conversation: Finding a way to bridge the gap*. University of Massachusetts.
- Taherdoost, H. (2016). Sampling methods in research methodology; How to choose a sampling technique for research. *SSRN Electronic Journal*, 5(2), 18-27.
- Tannen, D. (1990). *You just don't understand: Women and men in conversation*. New York: Harper Collins.

- Thompson, L. (1990). Negotiation behavior and outcomes: Empirical evidence and theoretical issues. *Psychological Bulletin*, 108(3), 515-532.
- Tseng, J. (2008). Sex, gender, and why the differences matter. *AMA Journal of Ethics*, 10(7), 427-428. Doi : 10.1001/virtualmentor.2008.10.7.fred1-0807.
- Zaid, S, B., Zakaria, M , H., Rashid, R, A., Ismail, N, S. (2016). An examination of negotiation process among ESL learners in higher institution. *International Journal of Applied Linguistics & English Literature*,5(6).



Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 543 TAHUN 2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Khairiah Syahabuddin, MHSc.Esl., M.TESOL., Ph.D
Untuk membimbing Skripsi
Nama : **Athaya Azkia**
NIM : **210203072**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Negotiation Skill in Conversation between Male and Female English Students**
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 11 November 2024
Dekan,


Sahsu Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Aram.



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10083/Un.08/FTK.1/TL.00/11/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Ar- Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203072

Nama : ATHAYA AZKIA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan Geulumpang no 2 ,Puklat, Meunasah papeun

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *NEGOTIATION SKILL IN CONVERSATION BETWEEN MALE AND FEMALE ENGLISH STUDENTS*

Banda Aceh, 10 Desember 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

Berlaku sampai : 31 Desember 2024

AR - RANIRY

Appendix C: Confirmation Letter from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-730/Un.08/PBI/Kp.01.2/12/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Athaya Azkia
NIM : 210203072
Prodi : Pendidikan Bahasa Inggris
Alamat : Jln Geulumpang No.72, Meunasah papeun

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Negotiation Skill in Conversation between Male and Female English Students"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Desember 2024

Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana

Appendix D: Observation Instruments

Research Instrument (Observation Checklist)

Observer : Athaya Azkia

Student observed :

Objective : To observe Negotiation Skill between Male and Female English Students

Observation Aspect	Prompts	Checklist	Notes	What to do
Initiation of Negotiation	Who initiates the negotiation (male or female)?	<input type="checkbox"/> Male <input type="checkbox"/> Female	<i>Describe the initiation style</i>	
Communication breakdowns	What problem that occur when doing communication	<input type="checkbox"/> Abandoning <input type="checkbox"/> Ignoring <input type="checkbox"/> Silence <input type="checkbox"/> Unclear communication and explanation	<i>Describe how and who begin the communication breakdowns</i>	
Turn-Taking	Observe if there is a balance in turn-taking between genders.	<input type="checkbox"/> Balanced <input type="checkbox"/> Imbalanced	<i>Note any interruptions or dominance in conversation.</i>	
Use of Questions	Does the student ask questions to clarify or negotiate?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Record the type of questions (open-ended, clarification, etc.).</i>	
Non-verbal Cues	Note the use of eye contact, gestures, and facial expressions during	<input type="checkbox"/> Effective <input type="checkbox"/> Ineffective	<i>Describe specific non-verbal actions observed.</i>	
Language Style	Observe the language used (formal, informal, assertive, polite)	<input type="checkbox"/> Formal <input type="checkbox"/> Informal	<i>Record any gender differences in language style.</i>	
Emotion Management	How does each gender handle emotions during negotiation?	<input type="checkbox"/> Calm <input type="checkbox"/> Emotional	<i>Note any visible emotional responses or expressions.</i>	
Conflict Resolution Strategy	Observe how conflicts or disagreements are handled.	<input type="checkbox"/> Compromise <input type="checkbox"/> Collaborate <input type="checkbox"/> Compete <input type="checkbox"/> Avoid <input type="checkbox"/> Accomodate <input type="checkbox"/> Competitive	<i>Describe strategies used to resolve conflicts (e.g., compromise, persuasion). Based on negotiation style</i>	
Outcome of Negotiation	Record the final outcome of the negotiation and who made the concessions.	<input type="checkbox"/> Male <input type="checkbox"/> Female	<i>Describe if the outcome was mutually beneficial or one-sided. Based on the types of negotiation</i>	

(Adapted from Nall, M and Wilson, M (2018), Lewicki et al (2001) & Craver, C (2024))

Appendix E: Interview Question

1. How do you usually start a conversation when you have different opinions with someone?
2. How do you make sure the other person understands your opinion?
3. What do you do when you and someone else don't agree in a conversation?
4. What do you do if the other person gets upset or refuses to cooperate during a discussion?
5. When trying to convince someone, do you use facts, emotions, body language or something else? Why?
6. Can you tell me about a time when you successfully made an agreement with someone? What did you do?
7. Do you change the way you talk depending on whether the other person is male or female?
8. Do you think you were a negotiable person?
9. Do you think your way of speaking (like being confident or quiet) changes how you negotiate? Can you share an example?
10. Do you think being male or female affects how you talk in negotiations? Why or why not?

(Adapted from Lightbown & Spada, 2013; Nall & Wilson, 2018; Mahmud & Nur, 2018; Harrington, 2004; Amalia, 2020; Ramirez, 2012; Brett & Thompson, 2016; Rahmat, 2020).)

Appendix F: Transcript of Interview

Respondent 1

R: How do you start a conversation when you have a different opinion from someone?

R1: Actually, I start a conversation when there is a different opinion from my conversation partner. So, I prefer to follow my conversation partner.

R: How do you make sure that others understand your opinion?

R1: I always follow my friends about my opinion. So I always follow them after we talk together, at the end of the conversation, I will make sure they

R: What do you do when you and someone else disagree in a conversation

R1: I don't think too hard Okay, I just follow the person, to the person I talk to okay because I'm not the type to make things complicated for myself like that I give everything to my partner because I don't think about making things complicated because I'm not a complicated person

R: What do you do if the other person is in a hurry or refuses to communicate in a conversation?

R1: Usually I give the best possible explanation for example if we work together the work that we will do will probably be completed more easily we work will be easier to give an explanation that is easy for my partner to understand giving a detailed explanation

R: Yes then, when you give an explanation will you give emotional or maybe just a man how?

R1: Emotional is difficult tentative tentative, depending on the situation. Usually I just say it flat. But if for example they don't hear me I give emotional like that Oh, when they I give emotional like that oh, when they they didn't hear me so I give my emotional yeah like that

R: When trying to convince someone do you use fact, body language or others?

R1: Actually I use both, I use emotional language and body language something like hand movements

R: Why do you use that? I don't know, maybe it's a reflection when we talk together my hands move by themselves

R: Can you tell me what if you successfully negotiate with someone?

R1: Actually, with chat and whatsapp. So I give options. So I prefer this place, this place, and this place. So maybe from that place there is one approved by them So you will let the partner choose it based on your best mind. Like I want this place this this, you choose what you want like that.

R: in your life in your opinion are you more in the collaboration people or accommodation people?

R1: people who collaborate because people communicate themselves give in depending on how? depends on the situation if for example there is a situation that gives in, yes give in but if there is a situation that collaborates, yes collaborate is more where usually more to give in

R: Did the way you talk depending on whether the other person is male or female?

R1: yes, because I am the type to speak softly because you speak softly yes, because I am a gentle man. Yes, gentle with men women maybe people will look stereotyped if we speak carefully emotionally they think we are angry.

R: do you feel you are a person who can negotiate?

R1: yes

R: yes more than in what circumstances? negotiation, what situations are your negotiations usually in?

R1: more negotiation in job with my salary because my job must be given so I have a job with how much will be given okay we work very tired yes. more work from academics. In academics I only follow

R: does the way you talk like thinking confident or silent change the way you negotiate?

R1: situation and there are times when I have to speak, if I am silent I have to be silent yes so it depends on the situation when. For example if I am silent if for example in a public audience where people I don't know like that, at that time I prefer to be silent yes but if for example confident if for example in a public audience but on average I know like that

R: so you are more confident in non-stranger people?

R1: Yes So in strangers you are more quiet? Because I'm introvert You are an introvert?

R: Do you think being male or female affects how you talk in negotiation?

R1: No. Because.... Gender is not a factor in negotiating. All genders can negotiate. Be it male or female. Because it's for the good of the individual. So there's no such thing as a female having to be normal. A male having to be. This is not allowed because if a female always gives in, then the female will continue to be depressed. So it's all the same, there are times when a female has to give in, and there are times when a male has to give in.

Respondent 2

R: How do you usually start a conversation when you have different opinion with someone?

R2: Maybe when I have opinion with someone specifically with Satria I talk not basa-basi. For example How about assessment group group assessment Just ask where do you want to do it? Just straight forward to the point when, where, what is the task

R: How do you make sure the other person understand your opinion?

R2: Like when I finish this, right? Ask, like that, right? Then there is a negotiation, For example, Satria doesn't accept this How? Then you try to explain Well How do you make sure Satria? First, the schedule is clear Right? Because different people have different schedule Then For example, it's certain today Because he is busy, right? So it must be the day Because After that Make sure, for example, what day Like that Satria is not that Not many people connect Because usually If you talk about Satria But maybe with other guys, right?

R: What about with other guys?

R2: f with other guys We make sure the opinion that he thinks is correct For example, we are sure For example, sit in a group with other people First, give time, for example, on Saturday or Sunday So people can If it's a guy, it's usually at night It's hard It can be a struggle between night and day After that, we have to discuss more in the afternoon or in the afternoon or in the evening discussion more

R: Okay, so the next question What do you do when you and someone else do not agree in a conversation?

R2: If I don't agree with my opinion I can give more opinion Other opinion with someone For example, If he doesn't agree with my opinion I can tell him the reason I can give him a new opinion What can I say to him? For example, if someone in the morning can't talk in the evening can't talk In the morning, the guy can't talk In the evening, the guy can't talk I take time in the afternoon or in the afternoon

R: Do you use body language or emotional? Because you very accommodation people, right? So because as we female too we very emotional but emotional heart to heart, Why you use that?

R2: Because sometimes when we talk about it there is a feeling There are people who play with their feelings For example, there is a guy who is a beginner He must have a lot of feelings in his words When we talk with a girl she must understand especially with a guy

R: So how about the not cumulatory person?

R2: It depends on the guy the one who is strong If the one who is not strong is wrong Just accept it

Or to limit everything, it's better to give up No need to do this Okay

R: So what body language you use?

R2: Hand movement or a contact Mimic Expression

R: Can you tell me about a time when you successfully made an agreement with someone What did you do?

R: For example Negotiation about where to eat Maybe with a guy First choose with the person you want to eat It's different It's a choice When it's chosen, it's different Different opinions Different For example, if he wants to eat like that, he is sure The food is delicious He wants to know how the food is the food the history the price Then success in this time Because of collaboration

R: Do you change the way you talk depending on whether the other person is male or female?

R2: It depends on the situation For example if there are people who are close with their friends If we are close with our friends we talk with feelings like that the language the words If it's not too close, it's okay But if it's with a male it's like that If it's with a male maybe more trusting But if it's with another male especially close it's not necessarily directly to the boy Okay It means more in collaboration and accommodation There is no dominance

R: Do you think you were a negotiable person?

R2: Yes

R: Do you think your way of speaking like being confident or quiet change how you negotiate? Can you share me an example?

R2: When we do negotiation we are calm I mean it will affect negotiation If it's with a male Because the male is straightforward. It doesn't benefit the negotiation the in the opinion the title the language What he said is wrong the opinion will be higher the argument will be higher even though we are both quiet when it comes to what is discussed it will also have an argument

R: Do you think being male or female affect how you talk in negotiation?

R2: Actually if we say a girl is always right but personally I think because I am older I think which is right which is wrong I don't think I am right I don't think so but if it is right then it is right but for argumentation it is certain to have the same argument so we won't give up so we have to follow the concept which is discusses. So it means there is no gender difference.

AR - RANIRY
Respondent 3

R: How do you usually start a conversation when you have different opinion with someone?

R3: Personally, when I talk to someone or a group of people, we talk about something different in my opinion. Mostly, I always start with sorry. Like, they have their own opinion and I have my own opinion. So, when I'm trying to talk to them, I always start with sorry. Yeah, sorry but I think blah blah blah blah something like that. Even when, even if they not gonna accept my opinion, I think I will not do anything just say sorry because like personally i don't want to broke or break any relationship just because a different opinion with someone who yeah not

always dominant with your yeah even like they are always act dominant trying to like it's to be um submissive it's okay.

R: how do you make sure the other person understands about your opinion?

R3: sure about the thing that I'm talking yeah it's like usually I use like talk hard to heart if we cannot find the way out to solve this problem or we have the different opinion like i'm trying to explain to them my opinion or my thought like heart to heart so like i think like like because like i'm kind of person like always use emotion emotionally i'm really emotional like like in other way like uh i don't care about like the real situation or like uh the logic things if it's against my emotions. If that's wrong or right, I always try to be emotional. Even when I'm trying to convince someone, hey, this is not wrong, I'm trying to explain it to them. Until they can make sure about my opinion. So, I will always talk hard to have like emotionally like two things emotionally hard to heart hard to heart yeah so emotionally here you mean that this was hard to part not emotion angry right no no right emotion hard to heart.

R: What do you do when you and someone else do not agree in a conversation?

R3: if the case is like that, I would talk more deeply and try really hard to find a way out. It sounds impossible because there is someone who does not accept our opinion. It sounds really hard. But back to my priority, because I'm really emotional, I cannot break relationships just because of different opinion so I might say I will try again and again I like to find a way out like to find like negotiation to negotiate to negotiate them more and more and how to find a way like but I But eventually, if at the end I cannot, I think I cannot do anything about it. Because I'm really scared to lose a relationship or to break a social interaction just because of different opinions.

R: Okay, when you met someone that has different opinions with you, you choose to be what kind of negotiation stage maybe you were accommodation or dominant?

R3: very not comfortable like i mean like uh it would be better for myself feeling bad i mean like then making someone else making i like feel bad it's okay for me to feel bad i mean like don't ever make someone else feel bad because of me It's okay if I feel bad So that's my priority Although that was not in your opinion Yeah Even that You didn't care Yeah, that against my opinion But that's okay then Because relationship is number one Relationship is number one.

R: What do you do if the other person gets upset or refuse to cooperate during a discussion?

R3: I guess I will try to influence them. Influence them? Influence them to think how I think. So here's the thing, guys, just because we have different opinions, do you think that we have to break this discussion or this relationship or this social interaction? It would be better for us to just be submissive or just feeling okay with the different opinions. so i'm trying to influence them like to feel like me to think

like if if it not if if it's not works i guess silence okay i just i will be just silent and okay i will stand for myself and i just like stand with my opinion oh and because you um you I think that you have thought that your opinion is too submissive to accommodation this was right right so when you try to convince them more to say them more but they tend to what is he doing? he's giving up okay, that's it or stand on point or that's it that's more like, what do you think? Oh, I've ever experienced this case Okay, when? No, with my friends and the circle But at the end, I get influenced by them I follow their opinion Because they think like, yeah, I would be really stupid if I just like shut up do not do anything yeah yeah sitting here while the people like keep doing their thing so I'm just sitting here without do anything so like they're influenced me to do like no you don't you don't supposed to sit just like do not do anything so say something and yeah I Actually, it's really easy for me to get influenced. So, if it's the case, I will get influenced by them.

R: In this case, you do accommodation?

R3: Yeah.

R: when trying to convince someone do you use fact, emotion, body language or something else?

R3: of course emotion yeah emotion just always even like that's not gonna be logic i mean my opinion is not logic or against the fact it's okay for me because it came from my heart because like anything that came from heart I believe it right even that's not logic okay that was very good and it so you more with the emotion

R: yeah okay so How about body language? What kind of body language do you usually use?

R3: Hand movement with eye contact or not? Facial expression Facial movement That almost like happen to me when I'm trying to explain something or trying to explain my opinion Like my hands are always moving and face face expression.

R: can you tell me about a time when you successfully made an agreement or negotiation with someone sorry can you tell me about a time when you success successfully made an agreement or negotiation with someone?

R3: my friend she's stuck in toxic relationship. Okay. Like, you know, her boyfriend are always saying bad, cut off that relationship but she just stand and stay for him for no reason so like i talked to her like hard to her like what he has done to you like saying you this saying you that even like almost hitting you like my god so do you think like that can be accepted i mean like you're the girl like your mom gives a birth to you, like even like, if you, I feel like, does, I mean, does he think, does he think like if he had a sister or younger sister, like, if he, I mean, if he can do or say that bad words to his sister or his young sister, like, so think So think about it. At this moment you guys just have relationship or pacaran but he is really there. He's like brand new for saying bad words, almost hitting you. What even in the future, what can happen? You saw already all of the toxic relationship in suppose di rumah

tangga di hubungan suami istri so like just cut it off think about it and prioritize your emotion prioritize yourself your emotion and your parents your friends you don't need a relationship you don't need a man at all because you got your friends. then I was like, do you think like you will be comfort in the future when he's saying a bad word and he's like going to hit you or beat you? Is that going to be comfort to you in the future like is that gonna be comfort to you like when your children and your boy or your daughter see this the father gonna hit their mother okay that done because you're talking emotional okay that was very good okay that was good successful.

R: Do you change the way you talk depending on whether the other person is male or female?

R3: Yeah. Yes. Yeah, I change. If I talk to the girls, they are very emotional. They always put emotion in the first things, like heart and emotion. So when I talk to the girls, I always try to explain anything or everything based on the heart, like from emotion but with the boys i always um talking or explain anything with logical or mindset oh with mindset uh with heart too if with the boy sometimes yeah is it if like the conversation or the discussion is really sensitive or really important if it about relationship or anything I would be talk like from heart to heart but if it about like daily discussion like I get used to you like talking logically not hard to have or emotionally okay but the important thing you have differences right Okay.

R: You keep talking that you were a heart to heart person. Why? This is because your environment or family or you don't know why this happened to you? Or this because of your environment?

R3: I think it's because of my environment. It came from my family. They raised me in this kind of influence. My mother said, it's okay if there's something bad with us, for God's sake. I raised with this kind of thought. So, till now, it still influenced me so much.

R: Okay, next. Do you think you were a negotiable person?

R3: Um, no I think. I don't think so. I always take everything emotionally. So when someone asks me about opinion or anything, I might give them the answer but not into the point. Okay, you will say this first, but not directly to the point. If I give her or him an opinion, I'm really scared that if my opinion that I give to them make them feel humiliated, like getting a I can be a negotiable person for the people that I don't really know.

R: you are more negotiable person when you are with your best friend, your very close friend. With your very close friend, are you still an accommodation person or a colleague?

R3: Yeah, but here's the difference. When I'm talking to my closest friends, I'm always talking to them dominantly.

R: do you think your way of speaking like being confident or quiet change how you negotiate with someone? Do you think you were confident or silent people? I saw that you were confident. Do you think your way of confidence changed how you negotiate?

R3: Yeah. It depends on the person and the context actually. If I talk to someone who is so much older than me, I would be less confident. If I talk to someone at the same age, I would be very confident. But now, lately, I feel more confident if I talk to any people but based on the context. I mean like if someone asked me to talk about politics or something, I would be less confident. But if it's my topic, I can handle it. I can. opinion the concept that I really always avoided like it's about because not your patient like there is none of my friends they like he tried to talking about this like in one circle I was like I got nothing to say I was speechless that ah ah ah become a confident I become a quiet from confident I become a quiet yes exactly because that was not your passion yeah exactly but in general in general you more confident yeah in general because I know that you know much many context.

R1: Do you think being male or female affect how you talk in negotiation?

R3: Yeah I got it but i think that's kinda sounds like gender bias yeah personally i don't know like personally if they talk about something right something that not against human right or anything. No matter girls or boys, male or female, they can be the winner. They can be giving the best advice or the right things to talk, the right context to talk. So like some of girls or men, they have to understand how the girls think, how the female think when they try to explain anything. So yeah. Yeah didn't affect in negotiation Okay, because you didn't see a gender differences, but women have their own mindset in negotiation.

Respondent 4

R: How do you usually start a conversation when you have a different opinion with someone?

R4: I think, I will start the conversation with me saying, this is my opinion So I will say, I think well like this or I think my opinion is like this.

R: How do you make sure the other person understands your opinion?

R4: I will explain to my friend do you understand what I mean? Okay, if you don't understand I will explain more, more detail.

R: What do you do when you and someone else Do not agree in a conversation

R4: If you don't agree, maybe you will look for another opinion or another answer that makes us both agree.

R: Okay, you are a compromise people, right?

R4: Collaboration people

R: What do you do if the other person gets upset or reviews to cooperate during a discussion? R4: when having a discussion, I tend to give in, but if it means that his opinion doesn't make sense, I'll look for something that makes sense or something that's closer

R: when trying to convince someone when trying to convince someone do you use fact, emotion body language or something else

R4: definitely facial expressions, hand movements to convince people more like that if it's good, for example, it's more like thumbs up Oh yeah that's good if it's not like for example using more movements if it's good, we definitely make it good, right, but if it's not okay, just stay quiet or no hey no hey hand reflex hand reflex yes hand movement means yes

R: can you tell me about a successful time with you, when you met someone, what did you do?

R4: Hmm, like yesterday, that means yesterday I won in, it was for an assignment, so guys are definitely more lazy, they don't want to be bothered if it's a guy, so I chose it like this, so he doesn't want to be bothered, okay, let's just find the material Let me make the ppt or whatever, let me summarize it

Okay, basically it's more like sharing, dividing, so that it's fairer Okay, so when that time is over, it becomes a successful negotiation

R: do you change the way you speak depending on whether the other person is a man or a woman?

R4: no, it's still the same

R: do you think you were a negotiable person?

R4: maybe if for example what can be negotiated if for example not still not look at this first what is more look at the context of the situation what is it

R: do you think your way of speaking like being confident or quiet your way of speaking change how you negotiate, can you share an example?

R4: maybe in negotiations like this, in real life like this, usually Rahmi is a confident person, yes usually I am a confident person yes usually I am a confident person right as

yeah when negotiating but it goes back to the situation maybe if for example negotiating with a lecturer it will definitely be more formal or more polite like that miss may or may not miss but

if for example with a friend shit is okay shit is definitely more like a personal everyday thing like that which is more like a mutual friend informal like that

eh yes informal that means you change the way you speak yes okay based on the situation and the people

R: do you think being male or female effects how you talk in negotiation? why? or why not?

R4: different if with a girl with a girl it will definitely be harsh with each other Okay this is because we are talking to a guy so it means it has an effect.

Respondent 5

R: how do you usually start a conversation when you have different opinion with someone?

R5: Maybe I would like to approach her or him for the first time When we have a different conversation, different topic, different things, different thoughts, maybe I will approach first Try to avoid unwanted things You know what I mean? It's impossible that I have a different opinion from him But when I tried to talk to him, I immediately gave my opinion He has his own opinion, so I tried to change it Like, can we talk about this? But be more polite, even though our opinions are different When I start with the conversation, with the difference, topic Even though you don't know if we will win or not, will be accepted or not So you try to approach it better

R: how do you make sure the other person understands your opinion ?

R5: maybe I would like to confirm or maybe i will ask them twice Until they understand what I'm talking about

R: What do you say?

R5: I will say something like I said, this is what I mean And then I said, do you understand what I mean? And then he said, huh? I will explain it again I will explain it again, I will ask more in detail until he understands Okay, so let it be more like this, he understands more, the meaning is haram I will have a deep conversation, deep asking More detail.

R: what do you do when you and someone else do not agree in a conversation? When you talk with a female, you don't agree with her?

R5: Maybe, it's okay to me actually When someone has different opinion with me, agree or not agree, I would say my opinion I will say, oh this, this, this If she thinks, no, I can't be like that, I don't think so, do you understand? Like a difference of opinion, right? I'm like, okay, whatever, but I won't lose, I will still be like, I won't force your opinion But I won't follow your opinion, do you understand what I mean? I understand I won't follow you, but it's up to you to have an opinion You still listen? I still stand with my opinion without... You know, without having to turn to her I didn't judge her opinion or something But I just stand with myself You stand with yourself

R: what do you do if the other person get upset or refuse to cooperate during a discussion?

R5: during negotiation In my opinion, they are dominant But they refuse to want They force me to follow their wishes. I will let him know At first I will be like, oh, it can't be like that That's our opinion You This is your opinion, I's our opinion, you're opinion is this, my opinion is this We can't unite them, it's different So it's your opinion, my opinion But if he still doesn't take it and gets more angry. I might

just be quiet, I mean I won't... Because I'm not the kind of people who will make noise I won't make a fuss, I will just let it be Maybe I will be silent or I will let him out or whatever to avoid the fuss You stopped that conversation with silent way I just shut up and said okay, I will continue this conversation again Either I go out or I leave him.

R: when trying to convince someone, do you use facts, emotion, body language, or something else?

R5: When trying to convince someone Of course, I use body language Of course, I need to, you know, when I try to convince someone, I need to be like this I think body language is one of the key to make people believe us If we talk too hard, we will lose And our opinion can't be strong And that also affects our self We feel like we don't have confidence We can't show confident because we can't show that the answer is right Or consistent with our opinion Oh, that's what's good Your emotion?] Stable or? I can control my emotion I use facts I could, I will show the data. To... Yeah. I will... If we talk something and she or he didn't believe what I said, I will start to searching on the Google like this. Oh, this is the proof, man. This is the proof, man. This is what I say. All right. That was good. Nobody language is a fact to become a power for us. Yeah. To become a confidence when we give an opinion and argument what what kind of body language maybe hand movement or what yeah everything not too much body language just hand movement .

R: can you tell me about a time when you successfully made an agreement with someone?

R5: One day I have an argument with my friend She is a girl, of course. I thought about, you know, if when you go abroad to study, you need a lot of documents. And one of them is the TOEFL certificate or IELTS certificate. And the score is totally high. When I say that, my friend didn't believe me. She said like, huh, really? I don't think so because yeah, we did the high score but it's not really high as PhD program or something. It's depend on the program, she said. And I said no, it's definitely not. It's depend on the campuses actually that you choose when you want to go abroad, study abroad. Because he didn't believe that what I say and and of course at the end I open internet I searching about the requirements or something and I show that I show her that this is the proof what I say you know it's not if you want to go to abroad you need this this this and you need to achieve this score you need to you need to prepare this, you need to learn about the requirements or

something and I show that I show her that this is the proof what I say you know it's not if you want to go to abroad you need this this this and you need to achieve this score you need to you need to prepare this, you need to learn about this So I say what I say, I say the belief, I show her the proo because yeah sometimes people people didn't believe us yeah didn't believe but we have been through it we have learned about it

R: okay that was good that was successful so you here become dominant?

R5: Yes, of course.

R: do you change the way you talk depending on whether the other person is male or female?

R5: I think not. It's the same. Because I don't like to choose people by any gender. I would say like this, whatever is that man or woman, is that girl or boy, is that male or female, it's not matter to me. So, gender is not so matter to me. Okay, that's good. We're talking about your opinion right here.

R: Do you think you were a negotiable person? R5: Sometimes, yes. If I really need something If I go to a person and I really need his help or I need something from him For example, I need this and that, if she or he gives me a requirement, I can help you but I will make a shit Like, why is that? Don't be like that I'll be less like that, okay, I can do this but don't be like that It's too much to me or something like that I will make a good, but it depends on if that's really important to me or not Is that benefit for you it's benefit for me or not it's fine if not you don't have to negotiate you're tired

R:do you think your way of speaking being confident or silent or quiet change how you negotiate with people? can you share an example?

R5: I think I'm confident when I negotiate and start a conversation with people. So when you're being confident, do you think the way of confidence can make people, person, our target, our. Our opposite will feel like, oh, she's too confident She's shy, so it can be a negotiation that we ask her to do It's like, okay, no need for negotiation I think she can just ignore it because she's shy, we're too confident Sometimes, confidence is good That was very good R: Do you think being male or female affect how you talk in negotiation?

R5: As I said earlier, there is no gender equality We want to ask again. I don't think so, Because I'm not like I said before, I'm not that kind of person who really cares about genders I don't see this as a female, so so I should respect them But I can't, I see women, I respect them, but I'm not as easy to bow to them Same like boy, or male, female, it's the same It's the same, there is no gender differences with your opinion There is no gender limit or something There is's gender limit or something like that. because how you speaking or how you communication, that's how you negotiate.

Respondent 6

R: How do you usually start a conversation when you have different opinions with someone?

R6: firstly, I state what I want to say. Like, I conclude the idea that I want to say and try to speak to them, try to talk to them. Clearly, like, I brought my idea to them and see if they will accept my ideas or not. If someday or sometimes they, like,

disagree with my opinion I will prove I will provide another statement that can make my ideas more stronger I think.

R: how do you make sure the other person understand your opinion

R6: first when I talked about my ideas I usually ask them if they agree or if they understand enough about what I want to say, what I said before. If they think they did not really understand, I will try to explain again about what my ideas are. they still disagree with that I don't know, I will provide anything to make my statement strong enough

R: Maybe you have specific sentences when you make sure them?

R6: First, I think like, I'm going to say Gini, yang aku maksud itu gini I mean, let's think from this point of view I'm trying to make them see my point of view Okay, that was good adele so the third question is

R: what do you do when you and someone else do not agree in a conversation

R6: first i will when i already said my statement i'm going to ask about how are how how is their opinion is it really far up is it really far with my statement or not? And if I think her statement is really good, it's more better than my statement, I think I will choose to believe what they said. If their opinion is more strong than me I think if they can provide another fact like it's really it's a really good fact I think and I will believe them I will try to see the point of view from them

R: So in this case, you got that you more accommodation people or how? Or collaboration people?

R6: I think I am more like collaborate because I like to collaborate with other people if they have good ideas.

R: what do you do if the other person get refuse or upset to cooperate during a discussion ?

R6: firstly I will come her or he call like yeah calling that people and then try to explain again. And I think not every people will like to calm down when their statement is disagree with other people. And I think the good step is try to combine my statement and his statement. Because I think when we try to collaborate with people, it's better for us to combine the thing, the statement I think you combine and you choose how what a very strong opinions right so here you say that you want to come coming people that's mean you using emotional because when we look when we talk to other people and they disagree and they did and then they upset to us it's not we will we will overthink that I think and that's why I will use emotional approach to them because it's better because I don't want a relationship like friendship is broken just because a statement that was very good as a woman yeah

R: when trying to convince someone do you use fact emotion body language or something else?

R6: I often use fact fact and then emotional. Why you use that? Because I think if we talk to someone, if we want to make our argument strong enough, we cannot do

that without fact. That's why I think we need to provide the facts and then after that, if they still disagree with us yeah that's how that's that's when you try to give the emotional approach to them okay so the first stage is facts and then it's emotional yeah so how about body language body sometimes oh sorry sometimes when we try to make people believe us we tend to use body language like this is what I mean this is what I mean so this is like this is how we try to do anything I mean I think yeah like when we try to state the facts we need to use body language to make them more believe with us and make make us more confident speak when stating the facts and then emotional emotional approach also have to use body language because if like for me personally when someone upset with me because I don't believe or I don't follow what he wants or he wants, I will try to get close to him or her and then say, I'm sorry, but let's talk about what we're going to do that is better for us. And the body language, I think. Talk heart to heart. Yeah, heart to heart. and the body language I think yeah like hard to hard like I will going I will pet her like that's .

R: can you tell me about a time when you successfully made an agreement or doing negotiation with someone

R3: I don't really remember when because sometimes I don't really focus on doing an argument because I don't want to upset people. the sake of us that's why we need to do something that is more better for us that is nor that it's not going to like that it's not going to make people as like how to say, you can say wah yeah because disappoint because sometimes when we try to use when we when we do tasks I think negotiation. Like this is all for us too Okay, good Say thank you Say thank you Many thank you is change people to be better

R: do you change the way you talk depending on whether the other person is male or female?

R3: I don't really use that. But if I talk to men, I don't really use emotional approach because I think I don't really like to use my emotional approach to men because sometimes they will not understand they just want facts facts, yes sometimes they did not even heard what we were going to say because they want to win the argument but when I try to talk with with woman, sometimes I use emotional approach and I will hurt what I will hear what she wants to say first and then I will try to explain my statement, my argument and when she upset with my argument, I try to talk to her softly and calming her like that. Okay Okay Okay That means if you say about emotional right

R: so how when you talk with male do you more in dominance people collaboration or in accommodation people?

R3: this like the same like same where I tend to use collaboration because I don't like someone's who who is more dominance on me because I think people need to think equally yeah did in collaboration yeah yeah okay so the next question do you

think you were a negotiable person i think yes because uh some to do a negotiation because i think, i will i will not uh disagree too much okay you want i'm the person yeah i'm the person that if she talk about the facts that i agree with that i will agree oh this is woman.

R: do you think your way of speaking like being confident or quiet change how you negotiate?

R3: I think... I want to ask you, you are more in the confident people or in quiet people? I'm more that confident. Because I tend to agree with other people if the statement is not good enough for me. But I don't know. Maybe because my personality is too quiet before. But for now, I don't really like to be quiet because I want to speak for myself because confidence is the key when we want to negotiate someone when we want to talk we need the confidence right that's why I think when we try to negotiate or make an argument with people we need a statement that is make us confident enough because if we want to try to talk to someone and then we are not confident they will not believe with what are we going to say oh you're right when we try to quiet we can lose right yeah people people will not believe what I what we are going to say because she's quiet enough why should. Confidence is the key to negotiate, I think.

R: Do you think being male or female affect how you talk in negotiation?

R3: Yes, I think because we talk about something, people tend to believe that. Because, oh, he's a male. And I think he's more capable than the woman. But for a woman like me, like us, sometimes not every people will believe us because they think like she's a woman how could we Like how could we believe what she trying to say when she's Not good enough like she's not capable enough like a man like most of the men and that's hurt the fact that more female is not support enough to talk to be confident in in when trying to talk in the in front of people because they will tell they will uh talk like oh she's a female i think we need to believe the male one yeah that's why i think uh male and female really affect when we try to negotiate because they think like oh the male is really good at they really have good experience rather than the woman that's what's hierarchy yeah very horrible very sad so you say that okay okay adele so you say that patriarchy so uh all right So, alright, and then where you can take the word patriarchy? Is this because your family environment or because the other factor? environment, I think every environment in Aceh. Acehese people tend to believe that male is more capable than woman because they think that the head of the family is a male. Female cannot stand on their own feet because they think, oh, female needs need male every woman needs men and they never said like all female can female can stand their own way no never I never heard that some of the people like all their people will say male is better than female that's why I said when we try don't say in negotiate

when we try to speak or like when we try to do the job, sometimes people will more choose the man than the woman.

Respondent 7

R: How do you usually start a conversation when you have different opinion with someone?

R7: I will start with say sorry first. Okay, sorry first. and then I will tell my opinion, the correct opinion in my way, the first thing of course is sorry.

R: how do you make sure the other person understands your opinion?

R7: I will explain my opinion with his opinion to get a right way and understand each other after i give you my opinion of course we asking them do you understand do you get it, do you get about my opinion like that

R: what do you do when you and someone else do not agree in a conversation?

R7: this is the first began negotiation right um don't agree of course we are looking at other subjects. In negotiation, first negotiation we don't have agreement. We didn't find a deal with the other person. Maybe we find another second negotiation.

R: In your mind, there is how much negotiation?

R7: Depends. Max 3, right? Yeah, I give them option. So, if the option is not success. Maybe the option B or C.

R: So what do you do if the other person get upset or refuse to cooperate during a discussion?

R7: The first is asking question why. And then if there are a chance to fix the incorporating during a discussion or during a negotiation they don't agree, we asking why and then we give them of course the other option but the final decision is correlation between us like the correlation between a consummate and the customer right soNmaybe if they keep refuse we have to cancel just finish it.

R: so you in that situation you think you were dominant or accommodation?

R7: akan menjadi orang yang dominan orang yang tetap teguh pendirian atau mengawal aja as a boy yes more of my pribadi sendiri ya pribadi sendiri kalau dari pribadi sendiri saya lebih ke merasa dominan , and other people calling selfish and it's okay it's okay because we have our mind in our way depends on the situation. If the situation is correct, I will be the dominant. If the situation is not beneficial, I will be the dominant.

R: When trying to convince someone, do you use fact, emotion, body language, or something else?

R7: Yes. Of course, I use like, what was the first thing? Fact Yes, I love to use fact and body language. Body language is to show our power. With fact, we say telling the fact of that and plus body language is no one will argue. Other people will silence and listen because it's a fact. Our power is dominant in conversation and they will agree or they will silence. They will not refuse in front of us. They will refuse maybe backstage or other conversation. Because we have fact. Everything is

down because we have fact that's good I think so body language is a movement or what but it is so powerful.

R: can you tell me about a time when you successfully made an agreement with someone?

R7: Always with my girlfriend. Always. She always argue with me. Her option and my option is sometimes not synchronized and I can be hate to hear her opinion because it's too complicated why not to the point and I have a friend friend is a boy, he's talking like a female too, like a woman too okay not to the option, not to the option, that's what's male, yeah that's what's male, too much talk, not to the point. I didn't like because of course sometimes when we speak conversation. we're using jokes jokes. But it's not always we use jokes. Not always, when we talk, just talk Okay And bring the facts, talk Bring the facts When we're serious jangan terlalu berbelit-belit Berbelit-belit.

R: do you change the way you talk depending on whether the other person is male or female?

R7: Yes, I change. The first is to be polite. Because when I'm talking with my girlfriend in my way to talking with my friends, a boy like that, she's always angry with me. She always argue again. Argue again. Maybe in my girlfriend, I'm more of a loser because of the girl. Because they're women. Okay.

R: So if normal people?

R7: No, not to be too much dominant. But, yeah, we can work together.

R: So, the way you talk is polite or informal or informal still with normal people?

R7: I don't know if formal or informal, just direct to the point Oh no, no, different Just like a normal public people like that Okay, so there's a difference Yes Okay, good good good Because I don't know Mufidah very well.

R: do you think you were a negotiable person?

R7: yes in the way of everything, maybe with some argue but yes I'm a negotiable person. I will see the positive and negative. I will see the opportunities and unopportunities. That's best for me. We have our own way. Don't follow others too much.

R: Do you think your way of speaking like being confident or quiet change how you negotiate Do you think your way of speaking you have your own way of speaking right? Maybe you're more quiet But there are some people who are confident, but they are wrong But they are quiet, but they are right. I don't know the difference of change but I feel myself yes Because when we negotiating or when we conversation we have to hearing right? Hear and silence and get point what he want to talk maybe it's changed my way to speak but it's not changed my way to think

R: Are you confident or quiet?

R7: Maybe I choose quiet. I'm so quiet.

R: Do you think being male or female affect how you talk in negotiation?

R7: Sometimes it's possible, sometimes it's not. I mean, sometimes we negotiate with men, it's easier. Men and women are easier to negotiate than women. For example, men and women to understand each other. For women, it's more about the feelings. It will have an effect. It will be bad, how will it be? because it is a women's negotiation it will be bad maybe sometimes it can be defeated or not it depends on the fact it depends on the situation it means even though this is a man, it will not cause too much trouble according to the law, it will not cause trouble, according to what negotiation is being.

Respondent 8

R: How do you start a conversation when you have a different opinion from your partner?

R8: The problem is that my partner is not consistent with their opinion based on the topics we have discussed. And that makes me not focus on what he said because of that, I think the different incomes here must be in sync Must... Must...

So, When the incomes are not in sync,

R: How do you usually start the conversation?

R8: If there is a problem, I will do the first step, which is, maybe more like a briefing first, later when entering the formal discussion section, the language can be more structured so that the language is not complicated anymore, so the preparation at the beginning or the strategy at the beginning is more like we do a briefing first, right?

R: How do you make sure other people understand your opinion? R8: yes, I think I make sure other people or my partner to believe or trust what I say first what I do is I have prepared to make my partner so for the first preparation to convince other people about our previous argument, we already have a discourse about our argument, what do we want to say to that person so that people are convinced of our opinion so we really have to make sure with points that are easy for that person to understand, so the first thing we have to make sure with the points that we want to convey, and the second thing we have to have, we should have the other alternative improvisation, the term improvisation of what we want to convey istasa which is better, right? R: what do you do when you and someone else do not agree in a conversation what do you do when you and someone else do not agree in a conversation? R8: yes I have to make sure beforehand, what other points do you disagree with my opinion. and then I must correct more to be clear means when the person disagrees with our argument so what we have to do is first we have to repeat the points that they disagree with our argument more to reaffirm maybe from their disagreement when we have repeated, reaffirmed the points They might be able to think more deeply like that Maybe they can be more careful Maybe from their disbelief Finally they can agree with our opinion like that

R: So usually when there is an opinion Mufidah will give in more or will listen to the speaker Or give in Or remain dominant? R8: Usually, if our argument is not strong enough, it is better to give in here and actually be dominant too, but we also see the dominance from which side. If indeed at this point we are lacking, it means that our opponent, as the term implies, is covering up the shortcomings, which means we have to admit that we give in if our argument is strong and they refute our argument, we should also strengthen our argument, don't be influenced by their disagreement.

R: what do you do if the other person gets upset or refuses to cooperate during the discussion

R8: If the other person gets upset I think The first The first way that I Must do a way to overcome this problem, yes For me, the first thing I do is maybe we explain more about our goals, what we are, what I mean when the person refuses to collaborate, refuses to collaborate, so we are the first to explain our goals, what are they actually? What is our goal for the collaboration? Eee... Then we also said the timing, right? Maybe why he doesn't want to be invited to collaborate? Refusing to collaborate because he thinks about the timing too. Maybe because we haven't explain this What is the purpose, what is the timing, what is the term for all the preparations for the clip, we haven't explained it at the beginning so it's still up in the air at the beginning so he might reject it, that's the first case, that's the second case, we've explained it, we've also said the preparation, the timing, everything, we've explained it to that person and that person still refuses, so the solution here is for me, I think I should make sure more, that means I have to convince him more, actually, if you refuse to collab me, what is the term, we as fellow humans must help each other, please, more like why don't you want to collab, why don't you want to reply, what is the term like this, maybe we can include a little bit of spirituality, a little bit more like what is the name of the kandi in the account, it's been explained like this, we should help each other, we were told to recite Al Maidah, it's also been explained like this, yes, I've given a lecture, this class is okay, okay, so what does it mean, it's been issued, yes, it can or not, it's also okay, poor, it can be evening, cloud, blue, afraid, cloud, or Awanual Ismi even though the complaint is finished when we have submitted it

that's to that person maybe the source person has started to melt because everyone has a different way of conveying it so that they can accept it back and not refuse collaboration maybe from my perspective like that to respond to the person

R: when trying to convince someone do you use fact emotion or something else?

R8: I think, the first thing I want to do to trust others, I have emotions. The emotion here is not anger, but... Be careful, but be careful and provide facts like what you said earlier that are true facts from the Quran facts or evidence in the Quran or in anything

R: so what about language? physical movements, no no physical movements? no hand gestures?

R8: I don't think so

R: I saw it when the last attention with me you used formal actions

R8: especially when our interlocutor is a guy

R: can you tell me about the time when you successfully made an agreement with someone? Or successfully negotiated with someone?

R8: Yes, I think I have a success to negotiate with each other. I think my partner before, there is. so the success there is when we have differences of opinion for example it is somewhat possible to work today for example tonight means we make negotiations again tonight what time is this hour oh can't happen again right negotiation here, so here we make an agreement again basically here maybe there are three negotiations here right, that means it can't be said to be a success this story because there is no final point what, so for the final decision we took a shortcut where we made it at 9 pm finally we have made an agreement for the negotiation for example our opinion can be said clear yes because the negotiation is already there and the final decision is already there and finally we and finally we have and finally the next day we immediately divided the job desk tasks

R: do you change the way you talk depending on whether the other person is male or female?

R8: The first is for men, hmm I think it's not easy to talk, not too loud but not too much, but to the point because if we do the if we have a lot of language or a lot or a lot of speaking, the point is that if we talk a lot they will get bored of hearing it, and they will ignore what we want to say, because for example we want A, we have explained at length about A but they want A to be included here, the A don't be complicated, so it must still be on the right portion because if the portion for men does have to be to the point, if I think for the woman, we can do this, small talk, right? We can talk a lot, we can too, because they also respect what we say, right? R: Are you a negotiator?

R: yes, I think I'm a person who Who Negotiation Because when we easily accept input from others Easily accept other people's opinions Without filtering first Without filtering first Maybe from myself More to us actually We are actually human beings What are we like, little by little accept No power, no energy To refute or to convey our arguments what is it Don't keep it to yourself

R: do you think your way of speaking like being confident or quiet change how you negotiate with someone?

R8: yes I think I will be silent if if my partner does not contribute or or or this person or partner cannot be invited to collaborate, the term is can't what, the term is can't convince us what he wants to say actually, then he doesn't want to explain again what his purpose is asking, what his purpose is to say so here what are we, what are

we here? Basically we as people who want to collaborate usually this negotiation is silent if we get a solution yes if we can't finish it yes okay but that means the video must be confident yes yes from me myself must upgrade myself from quiet to confidence

R: Do you think Being male or female Affect how you talk in negotiation?

R8: In my opinion we as women Where women can also be said to be leaders, but leaders in what portion so for negotiations here not all things we have to give in we can give in when when our argument is wrong the term our argument does not support us to negotiate to our partner So we should

Give in but on the other hand When our argument is right When our argument is strong and it turns out that his argument is also strong Maybe here it's more about Discussing together again Don't just accept or give in because this is equally strong the story of the argument yes not all things have to give in, we also have to know in what realm.

R: Does that mean it has no effect?

R8: Yes it has no effect. There is no gender differences in negotiation

Respondent 9

R: How do you usually start a conversation when you have different opinions with someone?

R9: When I have different opinions with someone, I usually say their opinion. Then I will introduce my opinion. So, I don't always say my opinion directly. I will find out their opinion first, then I will say mine directly.

R: How do you make sure others understand your opinion?

R9: To make others understand my opinion, I will explain to them carefully I will explain to them the reasons why I think my opinion is better I will explain step by step I will explain the reasons for this, this and this So that they can understand clearly. I usually use directly but it depends on the other person if the other person is emotional they can't follow the other person's opinion I will say that their opinion is good but my opinion is..oh, you use.. depends on the other person.

R: what do you do when you and someone else do not agree in a conversation?

R9: In a conversation if I and other people disagree about something I usually try to find a middle ground, is there a middle ground that can be taken between my opinion and theirs? But if I think my opinion is better than theirs, I will try to trust them that my opinion is better.

R: So, are you more of an experienced person or a dominant person?

R9: Actually, I am more of a dominant person. Actually, there are many experiences that when I think they, they take my opinion. So, I don't know if it's about the explanation I give them. Maybe the way to explain it is also with even though we

think their opinion is not good, but we don't directly say their opinion is not good, say first, ok, I like your opinion, but I think my opinion is better because this, this and this So in that way they, ok, he means indirectly, not because he doesn't want to take this we It's just because there are certain reasons like that

R: If someone doesn't want to communicate in the discussion, what do you do?

R9: First of all, we see why they don't want to or because they are stubborn. Or because they feel their opinion is better. They stick to their opinion. Because they think it's better. Because they have a reason. Then I will try. As I said before, to combine their opinion with mine. So, is there a middle ground that can be taken? But if it can't be, he remains firm, okay, what is it called? What is it? Say when you leave without losing? Losing? Avoiding? I will try to take the avoidance method so you have a stage, the first is dominance. How to avoid being the first is dominant and then collaborate. If there is no answer, you will avoid

R: When trying to convince someone, do you use facts, emotions, body language, or others? R9: Yes, I usually use facts body language and also emotions, depending on the person I am talking to. If I think I don't need to show emotion to this person, then I will not use emotions. I think this person is an emotional person, then I will use emotions to believe him. It depends on the person, but usually I use facts and body language to make them more trustworthy.

R: What body language can be controlled?

R9: As usual, I use eye contact with them. Trust the eye contact. I don't want to look scared or unsure. So when you maintain eye contact, it means you are confident in what you are saying.

R: You don't know if the person is emotional or not. How do you handle that situation?

R9: First of all, I will respond to them. By responding to them, it will show what kind of person they are. When I give my opinion, my opinion directly, I wait for their response. When they respond with emotion, then I will try to use emotion to acknowledge it. But if he is not an unemotional person, if he answers, answers my opinion earlier, then it means he still believes, still the facts earlier. So there is no need for a lot of emotion. Let's see first, what kind of person is this. Okay, because most women do use emotion.

R: can you tell me about my experience when I managed to reach an agreement or negotiate with someone, what did I do?

R9: I told my experience as an EDSA woman okay, so this year when we had a work meeting, one of my programs was EDSAFAIR, that was one of my programs, but most of them did not agree with the EDSAFAIR program. They used opinions that lacked experience. We don't have enough experience. I tried to convince them. With my opinion I said what you mean is experience. We are more experienced than the previous period, right? Bang Surya, they have no experience at all. But we

have experience below them. So we are more experienced than them to realize this. Their experience, more facts, past events, experience, I use that to acknowledge them.

R: do you change the way you talk depending on the other person male or female?

R9: yes, actually change the way I talk depending on the other person not only about male and female but yes most women, like I said, use emotions so when we talk to them we also have to use emotions otherwise they won't listen to you, right? they will see you as rushing or something when we don't show emotions to women who are more emotional they will see us as arrogant and don't want to listen right so yeah so when we talk to women we have to use more emotions so they think we care about their opinions too not just thinking about our opinions.

R: there is a gender difference in your income, right?

R9: yes okay,

R: do you feel like you are a negotiator?

R9: I think I'm a negotiable person I really put my focus on what my argument will be when I'm negotiating so when I negotiate, I don't just give my opinion I think first about the points I want to convey so when we convey it people don't easily refute it easily because we have prepared mature arguments

R: Does the way you speak, such as thinking confidently or being silent, change how you negotiate?

R9: It actually depends on the context. Sometimes, I will show confidence when speaking, but sometimes I will use a calm way. Depending on my desire in this conversation has a desire, I will show confidence when speaking. But if I think that this conversation has no desire, I will use a silent way. I will not show cooperation, depending on the desire I have for this topic. Yes, it changes

R: Do you think being a man or a woman affects the way you speak in negotiations?

R9: I personally think it's not really about gender. Because there are also males who speak with emotion, who speak like a female. But from my experience, I began to believe that the way men talk to women, the way they negotiate is indeed different. So at first, I thought it was not about gender. But from my experience, many negotiations that I made, and it shows that most women are like that so most women and men do have different ways of negotiating.

Respondent 10

R: How do you usually start a conversation when you have different opinions with someone?

R10: I usually start by saying, I really appreciate your opinion. Then, I say, I have a different view or opinion. So, in my opinion, blah blah blah blah blah.

R: How do you make sure the other person understands your opinion?

R10: Usually, I explain and give easy examples so they understand and give an easy example for them to understand after that, I look at their answers and ask them whether they understand or not what I do is find a middle ground between his opinion and mine so, we both feel respected and respect each other kantai and often

R: What do you do when you and someone else don't agree in a conversation?

R10: I will not force my opinion so I will discuss again until we find a mutual agreement kami sama-sama bahas lagi sampai opini dia sama opini saya itu sama sama ada

R: What do you do if the other person gets upset or refuses to cooperate during a discussion?

R10: If you refuse to cooperate, first, I will stay calm and control myself So that I don't respond with the same thing Like he gets angry back So if we get angry back, the atmosphere of the discussion will not be conducive And what, I will focus on the solution. If the situation, if the situation is still not conducive, I will give them time by saying, saying like maybe we can have another discussion when it's calmer later. Okay, the discussion ends there. If for example he wants later, some other time if for example, like that

R: When trying to convince someone, do you use facts, emotions, body language or something else? Why?

R10: Yes, usually to convince someone, I use facts more often, yes, I use facts I think people will be more believe and sure if there is evidence and real experience so if for example there is evidence and real experience then people will be like oh he

R: Can you tell me about a time when you successfully made an agreement with someone? What did you do?

R10: It was like this so at that time I wanted to eat ice cream while my friends wanted to eat rice because he hadn't eaten breakfast but because it was already noon I had already eaten breakfast so I was already full so the result of our agreement was I accompanied my friend to eat first and while she ate, I ordered a drink and after that, we ate ice cream together

After eating the rice, then I followed him to eat ice cream again so he got it, I got it like that, both of us benefited So, the agreement with success Because we focus on common goals Made fair Compromise And respect Each other That's it

R: Do you change the way you talk depending on whether the other person is male or female?

R10: Maybe yes, unconsciously I change the way I speak If for example he is a man or a woman But that is unconsciously Maybe, maybe But what I realize I realize the way I speak It depends on the Quality of a person more on his personality like that then I change the way I speak for example he is an introvert the way I speak is

like this If for example the person is more Like an extrovert, I am like this like that if for example a man or a woman

R: Do you think you were a negotiable person?

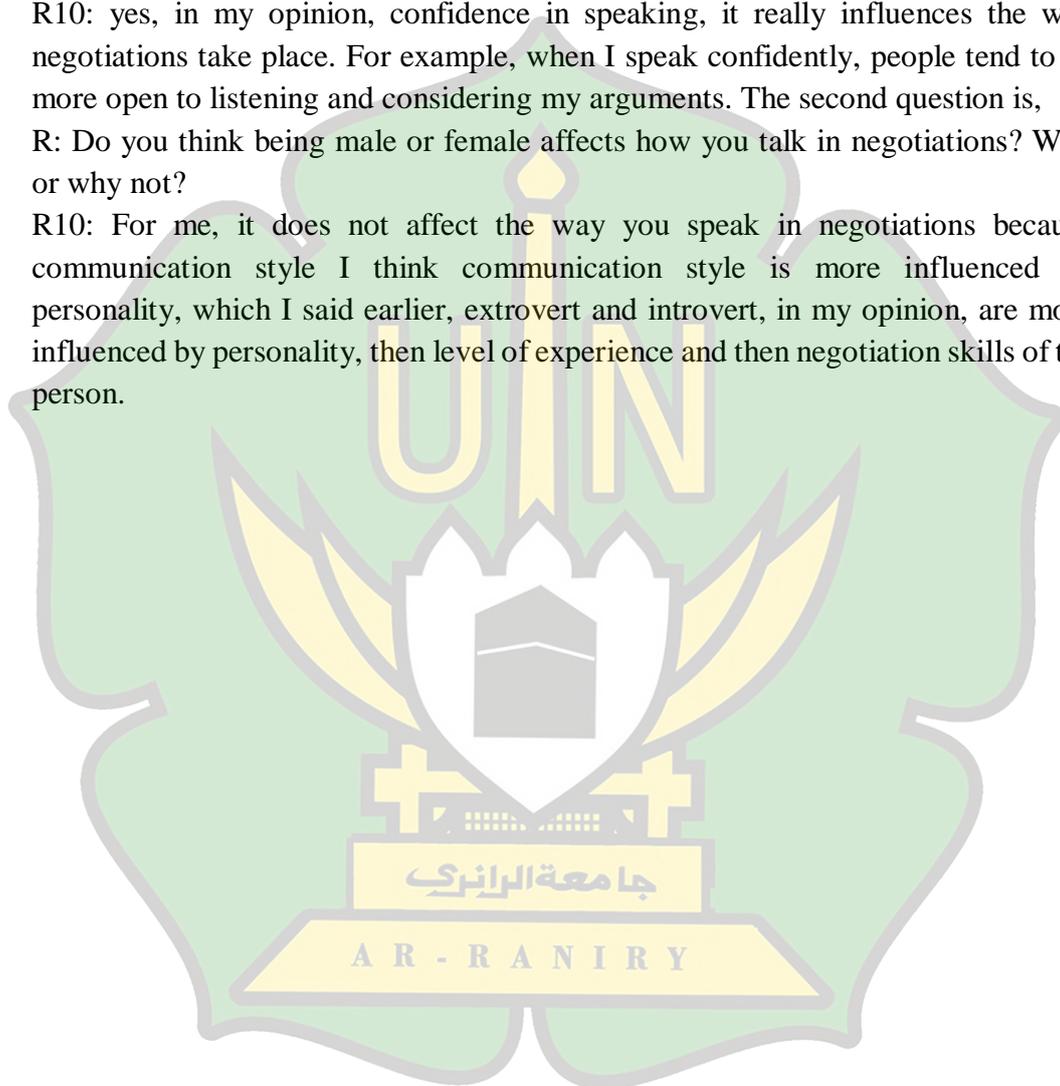
R10: Yes

R: Do you think your way of speaking (like being confident or quiet) changes how you negotiate? Can you share an example?

R10: yes, in my opinion, confidence in speaking, it really influences the way negotiations take place. For example, when I speak confidently, people tend to be more open to listening and considering my arguments. The second question is,

R: Do you think being male or female affects how you talk in negotiations? Why or why not?

R10: For me, it does not affect the way you speak in negotiations because communication style I think communication style is more influenced by personality, which I said earlier, extrovert and introvert, in my opinion, are more influenced by personality, then level of experience and then negotiation skills of the person.



Appendix G: Documentation



Appendix H: Autobiography

Name : Athaya Azkia
Student Number : 210203072
Place/Date of Birth : Banda Aceh, 7 January 2003
Gender : Female
Religion : Islam
Status : Single
Occupation : Student
Nationally : Indonesia
Address : Jln Geulumpang No.72 Dusun Puklat, Meunasah Papeun
Email : 210203072@student.ar-raniry.ac.id
Phone Number : 082269499974

Parents

Name of Father : Dr. H. Akhyar Mohd. Ali, M. Ag
Name of Mother : Fadhilah, S. Ag
Father's Occupation : Civil servant
Mother Occupation : Civil servant
Address : Jln Geulumpang No.72 Dusun Puklat

Education

Elementary : MIN RUKOH (2009-2015)
Junior High School : MTSs Tgk Chiek Oemar Diyan (2015-2018)
Senior High School : MAS Tgk Chiek Oemar Diyan (2018-2021)
University : UIN Ar-Raniry Banda Aceh (2021-2024)