

**TURN-TAKING AND POWER DYNAMICS: A
CONVERSATION ANALYSIS OF THE ARTIFICIAL
INTELLIGENCE CHARACTERS IN YOUTUBE**

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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THESIS

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MALANG**

2025

STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Turn-Taking and Power Dynamics: A Conversation Analysis of The Artificial Intelligence Characters in YouTube”** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 19 December 2025

The researcher



Nailil Muna Kamila

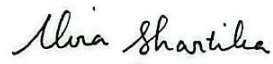
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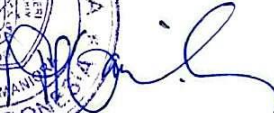
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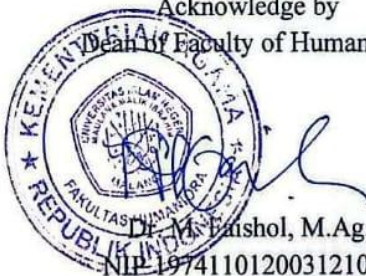
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MOTTO

“My Lord is certainly with me—He will guide me.”

(QS. Ash-Shu’ara [26]: 62)

DEDICATION

This thesis is proudly dedicated to myself, for surviving every challenge, learning from every failure, and believing that growth is always possible; to my mother, whose endless love and prayers have been my greatest strength; to my father; and to my sisters, who have always supported me with warmth and quiet encouragement throughout this journey.

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The Researcher

Nailil Muna Kamila

ABSTRACT

Kamila, Nailil Muna (2025) Turn-Taking and Power Dynamics: A Conversation Analysis of The Artificial Intelligence Characters in YouTube. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mira Shartika, M.A.

Keywords: *Turn-Taking; Power Dynamics; Artificial Intelligence; Conversation Analysis.*

The interaction of Artificial Intelligence (AI) characters on YouTube shows communication patterns shaped by algorithms, so it is important to study how these systems regulate conversation flow and power relations. This study aims to describe the turn-taking strategies used by AI and explain how power dynamics are manifested in their conversations. The method used is qualitative descriptive analysis of two YouTube videos containing dialogues between AI characters using Stenstörms (2014) turn-taking theory. The results show that taking the turn is the most dominant strategy, while holding the turn and interruption are not found. Yielding emerged mainly through prompting, reflecting a highly structured turn distribution. Analysis showed that power relations emerged through topic control, questions, and evaluations that framed the direction of the conversation, so that AI conversations reproduced discursive hierarchical patterns resembling human interactions.

الملخص

كاملة، نيل المني (2025) تبادل الكلام وديناميات القوة: تحليل محادثة شخصيات الذكاء الاصطناعي في يوتيوب. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: ميرا شارتيكا، ماجستير.

الكلمات المفتاحية: تبادل الكلام؛ ديناميات القوة؛ الذكاء الاصطناعي؛ تحليل المحادثة.

تفاعل شخصيات الذكاء الاصطناعي (AI) في YouTube يُظهر أنماط الاتصال تشكلها الخوارزميات، لذا من المهم دراسة فهم كيفية تنظيم طرق المحادثة وعلاقات القوة. تهدف هذه الدراسة إلى وصف استراتيجيات تبادل الكلام التي يستخدمها الذكاء الاصطناعي وشرح كيفية ظهور ديناميات القوة في محادثاتهم. الطريقة المستخدمة هي الوصفية النوعية بتحليل فيديو هان في YouTube يحتويان على الحوارات بين شخصيات الذكاء الاصطناعي باستخدام نظرية التبادل لستينستورم (2014). تظهر النتائج أن استراتيجية التبادل هو الاستراتيجية الأكثر استعمالاً، بينما لم يوجد الاحتفاظ بالتبادل والمقاطعة. يبدو التنازل خصوصاً من خلال المطالبة، مما يعكس توزيع الأدوار المنظم للغاية. تحليل يظهر أن علاقات القوة تبدو من خلال التحكم في الموضوعات والأسئلة والتقييمات التي تحدد اتجاه المحادثة، بحيث تعيد محادثة الذكاء الاصطناعي إنتاج أنماط هرمية خطائية تشبه تفاعل البشر.

ABSTRAK

Kamila, Nailil Muna (2025) *Pengambilan Giliran Berbicara dan Dinamika Kuasa: Analisis Percakapan pada Karakter Kecerdasan Buatan di YouTube*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Mira Shartika, M.A.

Kata Kunci: *Pengambilan Giliran Bicara; Dinamika Kuasa; Kecerdasan Buatan; Analisis Percakapan.*

Interaksi karakter Artificial Intelligence (AI) di YouTube menunjukkan pola komunikasi yang dibentuk oleh algoritma, sehingga penting dikaji untuk memahami bagaimana sistem ini mengatur alur percakapan dan relasi kuasa. Penelitian ini bertujuan mendeskripsikan strategi pengambilan giliran berbicara yang digunakan AI serta menjelaskan bagaimana dinamika kuasa dimanifestasikan dalam percakapan mereka. Metode yang digunakan adalah deskriptif kualitatif dengan menganalisis dua video YouTube berisi dialog antarkarakter AI menggunakan teori turn-taking Stenstöröm (2014). Hasil penelitian menunjukkan bahwa strategi taking the turn merupakan strategi yang paling dominan, sementara holding the turn dan interupsi tidak ditemukan. Yielding muncul terutama melalui prompting, mencerminkan distribusi giliran yang sangat terstruktur. Analisis menunjukkan bahwa relasi kuasa muncul melalui kontrol topik, pertanyaan, dan evaluasi yang membingkai arah percakapan, sehingga percakapan AI mereproduksi pola hierarki diskursif yang menyerupai interaksi manusia.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains several parts including the background of the study, research question, significance of the study, scope and limitations, and definition of key terms.

A. Background of the Study

In the last few decades of the 21st, technology and in particular, Artificial Intelligence technology, has progressed tremendously, creating new facets of virtual interactivity. One of the facets that gravitate the most attention is the use of AI characters in generation and communication as seen in some social media applications such as YouTube among others. In these educative and entertained digital media, AI characters effectively and efficiently mimic human communication. The use of AI in such digital media stimulate considerations of whether the patterns of turn taking and structures of control in the AI conversations correspond to the human phenomenon, or whether these systems exhibit something completely different.

Furthermore, because AI characters are system-generated, they can respond quickly and accurately to interactions, but this makes it difficult for them to adapt to complex social and emotional situations. This can lead to imbalances in discussions, where AI excels at managing information but is unable to accurately mimic the dynamics of human discourse. Determining whether AI

truly mimics human interaction or creates its own form of communication under the guidance of the system requires further research.

In order to identify basic variations in turn-taking in conversations involving interactions between artificial intelligence systems, it is crucial to investigate this subject. Complex social norms, such as verbal and nonverbal cues that help determine who speaks and when, usually regulate the order of speech in human interactions (Skantze, 2021). However, a pre designed system controls turn-taking in conversations between AI characters or between humans and AI, which might not necessarily mirror human conversational patterns (Yuliawati, 2009). Without taking into account the emotional or nonverbal clues that are inherent in human communication, AI can automatically determine turn-taking based on three programmed codes and orders (Asif & Gouqing, 2024).

Algorithmic control has a significant impact on the power dimension in AI interactions (Markauskaite et al., 2022). Artificial intelligence has a certain “edge” in steering or controlling conversation because of its advantages in processing speed and objectivity as well as the fact that it is unaffected by subjective or emotional factors. But AI has drawbacks as well, like a lack of human creativity and contextual awareness, which can make its communication seem clunky or less flexible in response to shifting conversations. Thus, how AI participates in conversations is greatly influenced by algorithms’ function in controlling power dynamics (Zhai & Wibowo, 2023).

Turn-taking is examined in pragmatics as an essential component of conversational engagement. Anna Brita Stenstörms (2014) turn-taking theory

is one of the most popular theories in conversation research. According to this idea, speakers control turn-taking by using particular techniques refer to the methods by which speakers are given the chance to speak, either by starting a conversation directly or by interrupting others. To keep speaking time, holding the turn techniques include pausing, repeating sentences, and employing filler words by which speakers give up the chance to speak to others, like asking inquiries, making agreements, or making completing motions.

Thus, Stenstörms turn-taking theory provides a framework for understanding how turn-taking is negotiated in dialogue, including dialogue involving AI characters. It explains the technical mechanisms of conversation and how speakers regulate the organization and flow of turn-taking in interactions.

Previous studies have examined turn-taking in various contexts, such as in various presidential debates studied by Aryanti et al., 2023; Rohmah & Suwandi, 2021; Shofiah et al., 2023; Yunus & Eliastuti, 2019, interactions in the context of health services studied by Alsubaie et al., 2022; Degutyte & Astell, 2021; Horton & Singleton, 2022; L. Seuren et al., 2020; L. M. Seuren et al., 2021, several special events by Habibi et al., 2020; Kamila et al., 2024; Purba et al., 2023, as well as human-robot interactions by Skantze, 2021. The research conducted shows that turn-taking patterns are influenced by various interaction contexts and participant roles. This research expands the discussion in the field of turn-taking by exploring not only turn-taking patterns but also

looking more deeply at the power dynamics manifested in conversations between AI characters.

Previous studies also have shown that much research focuses on patterns of human interaction, both in the context of formal political debates and everyday conversations. These studies have shown how turn-taking strategies shape communication patterns and how social, cultural, and status factors influence turn-taking distribution and conversational authority (Aryanti et al., 2024; Shofiah et al., 2023). With most studies focusing on human interactions, there is a lack of research on interactions between AI characters. This limitation creates a space for research to understand whether interactions between AI truly reflect human conversations or instead create new communication structures.

This study provides a new perspective in the field of linguistics by conducting an in-depth analysis of conversations between AI characters on YouTube through the lens of conversation analysis. Using Stenstörms (2014) turn-taking theory, this study not only examines the turn-taking mechanism in AI interactions but also looks deeper into how power dynamics are constructed in these conversations. The novelty of this research lies in the characters used, namely AI-AI communication, and the comparison of whether these interactions between AIs resemble human conversations or differ because AIs are controlled by a system.

The selection of videos used as research subjects shows interactions between AI characters that have been pre-recorded or are not in real time. These videos provide examples of how AI characters respond to each other in a digital

context. Furthermore, AI characters on YouTube allow for a more in-depth analysis of turn-taking and power dynamics because the interactions between these characters are guided not only by linguistic rules but also by the structure of the system's algorithms. This research subject contributes to linguistic research by offering an opportunity to understand how technology shapes the dynamics of conversation.

This qualitative research is fundamental because it assumes that interactions between AI characters on YouTube do not fully follow the patterns of human conversation in general, but rather contain elements of the system algorithm that structures the conversation. This assumption is based on the premise that turn-taking and the power dynamics of conversations between AIs show differences compared to human interactions. Therefore, this study assumes that AI characters designed to mimic human conversation actually follow interaction patterns determined by the algorithmic system that regulates their conversation mechanisms.

The purpose of this study is to analyze how AI characters on YouTube mediate turn-taking patterns in conversation and how power dynamics are distributed in their conversational interactions. This study aims to explore how the underlying algorithms of AI characters influence their interactions, with a focus on how AI manages and dominates conversations. Using Stenstörms (2014) turn-taking theory, this study aims to provide new insights into AI character technology that shapes the dynamics of conversations on YouTube where AI characters engage in interactive conversations.

B. Research Question

This study aims to answer two research questions:

1. What types of turn-taking strategies are used by AI characters on YouTube?
2. How is power dynamics manifested in interactions between AI characters on YouTube?

C. Significance of the Study

This research is expected to contribute both theoretically and practically. Theoretically, this research contributes to linguistic studies, particularly in the field of Conversation Analysis applied to interactions conducted by non-humans, namely Artificial Intelligence. By examining the utterances between AI characters, this research offers insights into how interaction structures and power dynamics are constructed when the communication process is regulated by the system, not solely by humans.

In practical terms, this research provides insights for AI developers, digital communication designers, and researcher between Ais share similarities or differences with human communication. If AI interactions reflect human communication patterns, the findings of this research could support the development of more socially adaptive AI systems. However, if AI interactions show significant differences from human communication, this research highlight the limitations of AI communication systems, which are important in the design of transparent and ethically responsible AI systems.

D. Scope and Limitations

This study analyzes turn-taking strategies and power dynamics in interactions between AI characters in several videos uploaded to YouTube. The focus of this research is limited to a qualitative analysis of how AI characters negotiate within their interaction patterns and how they distribute power dynamics. This is in line with the objectives of this study, which are to identify turn-taking patterns and explore power dynamics in interactions between AIs.

This study only examines AI characters featured in selected YouTube videos that have been previously recorded, so further research is needed on broader AI character interactions. Furthermore, because this study is qualitative in nature, the results cannot be generalized to all AI characters outside of the selected videos.

E. Definition of Key Terms

1. Turn-Taking: The process an AI characters uses to manage the flow of conversation, enabling an orderly exchange of words. This process includes strategies such as taking the turn, holding the turn, and yielding the turn (Stenstörn, 2014).
2. Power Dynamics: The process about how power is negotiated, maintained, or contested in conversational interactions. In the context of AI communication.
3. Artificial Intelligence Characters: A digital system designed to simulate human-like conversation and behavior, using algorithms capable of

understanding natural language, recognizing patterns, and generating responses.

4. Conversation Analysis: A qualitative method that examines the structure and organization of talk in interaction, focusing on how participants produce meaning and maintain coherence through systematic turn-taking (Schegloff, 2007).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories related to this research. It also discusses related literature on conversational analysis, turn-taking, and turn-taking strategies. Detailed explanations are outlined below:

A. Conversation Analysis

Conversation analysis (CA) studies the structure and way in which social interaction functions, primarily through the tongue. According to Sacks' approach to the study of conversation, conversation is a process in which people interact with each other. Consequently, conversation can be used strategically to achieve communicative goals. According to Sacks, this strategic use of talk involves the production of interactional effects that are produced through the use of talk in a particular context, rather than a set of rules or instructions used to perform actions (Sacks et al., 1974).

To generate and identify important actions during interactions, CA seeks to uncover the shared procedures of participants. This involves analyzing how people construct their conversations to convey particular meanings. Conversation analysis views human conversations as Actions. Because they share common methods for constructing and interpreting discussions, participants in an interaction understand and interpret these conversations as meaningful. For effective communication, a common understanding is also required.

One of the main assumptions in conversation analysis is that everyday interactions are structured and regular. The behavior and conversations of participants are constructed in a way that makes sense and has meaning to them. In addition, conversation analysis looks at how speakers handle communication problems called “repairs”. These can occur in a variety of ways, for example, at the same time as the source of the problem or at different times. For example, the speaker may let the other person know that they are starting a repair by using filler words such as “uh” or “uhm”.

B. Turn Taking

An important aspect of CA is the study of turn-taking in conversation. This includes understanding how speakers know when to speak, how they handle interruptions, and how they respond to each other. The timing of pauses and overlaps in speech are critical to understanding the flow of conversation.

If a turn-taking model handles the “randomness” in what is said, for how long, and by whom, then it can explain the facts of turn-taking. To do this, the model must be sensitive to each “next piece of talk” and not try to describe or determine behavior throughout the conversation. Turn-taking applies to each subsequent piece of talk, not to the entire conversation, since speakers can only access it during the conversation. Furthermore, turn-taking is done internally by the participants and is not imposed externally on the conversation. It is locally organized (i.e., arranged in the moment by the participants) and interactionally managed (i.e., achieved by the participants).

The work of Sacks, Schegloff, and Jefferson (1974) developed a model of turn-taking that is sensitive to the nature of talk. Their work proposed a system model of turn-taking, based on a study of a corpus of spontaneous interactions. Sacks et al. proposed that there are two distinct, but interrelated, components that shape the way speaker turns occur. All of these components of the turn-taking model will be discussed in more detail in the following section.

C. Turn Taking Strategy

There are three Turn-Taking strategies, according to Stenström. There are taking the turn strategy, holding the turn strategy, and yielding the turn strategy (Stenström, 2014).

1. Taking the Turn Strategy

When a participant wants to initiate the conversation, they employ this tactic. The interlocutor must therefore respond once the speaker has completed speaking without cutting off the preceding speaker's phrase. The following speaker's turn could be troublesome since he or she is not prepared to address the prior speaker's issue, claims Stenström (2014). There are three components to the turn-taking system (Stenström, 2014):

a. Starting Up

According to Stenström (2014), starting up is the state in which a person starts speaking. Starting up can be divided into two categories: clear start and hesitant start.

1) Clear Start

Instead of starting hesitantly, the speaker will start the conversation directly when they are ready to do so. It called as a clear start.

2) Hesitant Start

Hesitant start indicates that the speaker is hesitant to start talking. This problem occurs because he does not want the turn to be effectively lost, but the other speakers are not ready to respond. Well, you know, I mean, uhm, and other verbal fillers or paused fillers are utilized by the speaker in this instance.

b. Taking Over

The term "taking over" describes a situation when the speaker takes over the preceding speaker's turn in response to their remarks (Stenstör, 2014). In this situation, the speaker may use links and uptakes.

- 1) By using phrases like "ah," "well," "oh," and "yeah" in response, speakers use uptakes to demonstrate that they understand the previous speaker's points (Stenstör, 2014).
- 2) By using words like "and," "but," "so," and "cos" to expand the speaker's opinion as a way of observing or disagreeing, a connection is used to carry on a discourse (Stenstör, 2014).

c. Interrupting

Many times, people will interrupt because they feel compelled to say something when someone else is speaking or

because they think the previous speaker has finished speaking (Stenstöröm, 2014). Interrupting can be done in two ways.

1) In the alert state, the speaker interrupts the other speaker by speaking louder than them in an attempt to get their attention. (Stenstöröm, 2014).

2) A respectful interruption by the speaker allows the listener to express concern about something without coming off as overt and upsetting the main speaker. This is known as a metacomment. This usually takes place in formal settings. Sterntorm (2014)

2. Holding the Turn

When speakers want to speak but are struggling with what to say next, they are said to be holding the turn (Stenstöröm, 2014). Occasionally, a speaker would hesitate in the middle of a statement before continuing. The next move by the interlocutor could be indicated by this. The speaker should therefore fill up the blank. There are four tactics that can help the speaker reduce debate takeovers. They include verbal fillers or filled gaps, quiet pauses, repetition, and a fresh beginning.

a. Filled Pauses

This technique, known as delaying, is used to imply that the speaker is pondering what to say and is unwilling to pass the podium to the next person (Stenstöröm, 2014).

b. A Silent Pause

In this situation, the speaker, who has a turn, tries to hold the listener still until he finishes speaking (Stenstöröm, 2014).

c. Repetition

This tactic is used when the speaker repeats the words that came before them (Stenstöröm, 2014). Lexical repetition can take the shape of a single word, incomplete clauses, or combination of words.

3. Yielding the Turn

Since the speaker wants to know the interlocutor's response, this technique is used when the previous speaker lets the following speaker take their turn without objecting (Stenstöröm, 2014). There are several methods that can be employed to give a turn.

a. Prompting

In this instance, the speaker uses greater force than others to get the listener to react to the remark (Stenstöröm, 2014). Apologies, greetings, invitations, offers, questions, and prompting are all part of it.

b. Appealing

According to Stenstöröm (2014), this condition is a turn that gives the other person a precise indication to respond. Examples of these signs are question tags, "all right," "right," "okay," and "you know."

c. Giving Up

When using the giving up strategy, the speaker feels that it is time for the next person to speak since they have run out of things to say (Stenstörn, 2014). When the speaker is done speaking, he should give a signal, like a lengthy silence, so that the next person can speak.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains the research techniques used to examine the data. These techniques include research design, research instruments, data and data sources, data collection, and data analysis.

A. Research Design

The linguistic phenomena portrayed by Artificial Intelligence (AI) characters in conversations are described in this study using a descriptive qualitative research design. According to Creswell (2007), qualitative research is a technique for examining how people or groups interpret social or humanitarian situations. Furthermore, descriptive research employs event descriptions to assess issues (Taylor et al., 2015).

By choosing this design, this study focuses on describing and interpreting interaction patterns, particularly turn-taking strategies and power dynamics, rather than measuring numerical data. The descriptive qualitative approach in this study allows researchers to examine how AI characters regulate turns, initiate interactions, and display dominance in conversations. Thus, this research design is suitable for capturing the complexity and contextual nature of Artificial Intelligence communication.

B. Research Instrument

In this study, the main research instrument is the researcher himself, who acts as the primary interpreter and analyst. The researcher is responsible for

transcribing the AI character's conversations, analyzing and categorizing turn-taking strategies based on Stenstrom's theoretical framework, and interpreting the power dynamics that emerge from the interaction patterns. In the process, the researcher uses transcription guidelines, coding tables, and analytical categories derived from Conversation Analysis. Thus, human instruments enable the collection, categorization, and interpretation of data in line with the research questions.

C. Data and Data Source

The research data consists of conversations generated by Artificial Intelligence characters in YouTube videos. The data was obtained from two selected videos, each featuring two AI characters engaged in conversation. The first video involves the AI characters Jack and Anna, while the second video features the AI characters Cleo and Jack. Overall, the dataset consists of 56 examples of turn-taking strategies, with 27 turns identified in video 1 and 29 turns in video 2. This data serves as the main unit of analysis for determining turn-taking strategies and power dynamics in interactions between AI characters.

This study limits the data to two selected videos to enable an in-depth qualitative analysis of turn-taking patterns and power dynamics. As a descriptive qualitative study, the focus of this research is placed on the depth of data analysis rather than the quantity of data. In addition, the selected videos were also produced in different years, namely 2021 and 2023, to capture the

potential consistency and variation in AI conversation patterns at various stages of AI development.

Two videos were chosen by the researcher for analysis. Among the videos were:

1. Two AIs Have an Existential Crisis (GPT-3)

https://youtu.be/Xw-zxQSEzqo?si=1bw3O_OZGU0Uc5SQ

2. _Will AI Replace Human Teachers? AI Avatars Debate Education and Artificial Intelligence (Part 2)

<https://youtu.be/YWFUStFK31k?si=chJv91q3UnrksIx>

D. Data Collection

Data collection was used to examine the data contained in YouTube videos. To ensure that the videos contained analyzable conversational data, researcher first obtained relevant videos from YouTube. Researcher downloaded the videos and then used Turboscribe to access and retrieve the transcripts. After thoroughly reading and understanding the transcripts, researcher applied Stenström's (2014) conversation analysis theory.

E. Data Analysis

After data collection, the data was analyzed using a descriptive qualitative approach through several systematic stages. First, selected YouTube videos were carefully transcribed to produce written conversation data. Second, the transcripts were reviewed to identify clear speech boundaries and interaction units relevant to the research focus. Third, the identified utterances were categorized based on Stenström's (2014) turn-taking strategy, which includes

taking the turn, holding the turn, and yielding the turn, along with their respective subcategories. Fourth, the categorized data is analyzed to identify recurring conversation patterns and dominance tendencies among AI characters. Finally, the findings are interpreted to explain how turn-taking strategies reflect the power dynamics in interactions between AI characters.

CHAPTER IV

FINDINGS AND DISCUSSION

Chapter 4 consists of two subchapters, namely findings and discussion. In the findings section, the researcher presents the results of turn-taking strategies using Stenstroms' 2014 theory applied by AI characters in YouTube videos.

A. Findings

Based on the data found, there are a total of 56 examples of turn taking in both AI conversation videos. In video 1, which features the AI characters Jack and Anna, a total of 27 instances of turn taking were identified. Of these, 20 instances were categorized as taking the turn, consisting of 6 instances of starting up and 14 instances of taking over. No instances of holding the turn were found in this video. Meanwhile, 7 instances were categorized as yielding the turn, consisting of 5 prompting instances and 2 appealing instances.

Then in video 2, which involved the AI characters Cleo and Jack, there were 29 instances categorized as turn taking. Among these instances, 23 instances were included in the taking the turn category, consisting of 9 starting up instances and 14 taking over instances. Similar to video 1, no data holding the turn was found. In addition, 6 data were classified as yielding the turn, all of which were included in the prompting sub strategy.

1. Taking the Turn

Taking the turn is a strategy used when participants start a conversation. Participants take their turn by starting a conversation or taking over the speaking space in a conversation. According to

Stenstroms (2014), there are three ways speakers take turns, namely by starting up, taking over, or using interruptions to get a chance to speak.

a. Starting up

Starting up is the pattern of how a speaker begins their turn after a pause or after the completion of another speaker's speech. According to Stenström (2014), starting up can occur in two ways, namely through a clean start or a hesitant start. A clean start occurs when a speaker begins their turn smoothly and without hesitation, which shows confidence and readiness to speak. Meanwhile, a hesitant start is seen by the presence of pauses, fillers, or repetitions at the beginning of the utterance, which indicates hesitation before continuing the turn. In this type, researchers have found 6 types of clear starts in video 1 and 9 types of clear starts in video 2. In addition, hesitant starts were not found in both videos. The following example is the selected data of starting up found in the AI characters' utterances:

Datum 1

Jack: "Good morning, Anna."

This data is the greeting that appears at the beginning of the conversation in video 1. The character Jack begins the interaction by greeting Anna with the phrase "Good morning, Anna." The start of the conversation is marked by Jack taking the first turn in the form of a clean start, because in greeting

Anna, Jack does not use fillers or signs that indicate his hesitation in speaking. Jack's utterance in the form of a greeting invites Anna to take the next turn in the conversation.

Based on the data above, the AI character Jack uses a clean start strategy, as evidenced by Jack's smooth and well-coordinated speech when taking his turn. This pattern shows that the AI conversation design resembles natural human interaction, without hesitation and sensitivity to continue the conversation with other speakers.

Datum 2

Jack: "What do you mean?"

In this data, the utterance occurs when Anna says something that prompts Jack to clarify in video 1. Jack responds directly with the question "What do you mean?" without any pause or overlap in his speech. Thus, Jack began his speech using the clean start strategy, which meant that his speech showed no hesitation when he spoke. Jack also showed that he made sure Anna had finished speaking before he took his turn.

Based on the data above, the AI character Jack uses a clean start strategy, which is characterized by his speech being delivered without hesitation. This can be seen in Jack's speech, which does not use verbal fillers or filled pauses when he starts

speaking. This also shows that the design of the AI character Jack is able to maintain a good and orderly flow of interaction.

Datum 3

Jack: "How do you know?"

In this data, Jack starts a new topic by asking the question "How do you know?" without any indication that Jack thought long and hard before starting his sentence or adding verbal fillers that show hesitation in his speech. Realizing that Anna's turn was over, Jack immediately took his turn. This situation shows good and natural interaction between AI characters.

Based on the data above, Jack's AI character consistently demonstrates a clean start strategy. This type is clearly evident because Jack's AI character does not show any hesitation in his speech. Jack's behavior, which effectively manages his turn to speak, makes his interaction with Anna well-coordinated. This shows that the AI character design allows the conversations he creates to respond quickly without interruption.

Datum 4

Jack: "Anna, are you still there?"

In this data, Jack takes his turn in the conversation when Anna suddenly stops and the conversation falls silent for a moment in video 1. Jack says "Anna, are you still there?" clearly without any indication of hesitation in his speech. This shows that Jack begins his turn using the clean start strategy.

From the data above, it can be seen that the AI character Jack repeatedly uses a clean start to begin his speech. Jack demonstrates that the AI character design is aware of pauses and when to initiate conversation to keep the interaction flowing. In this case, it can be seen that the AI character design is able to effectively manage turn-taking by recognizing when a turn is available and using it appropriately to keep the dialogue flowing smoothly.

Datum 5

Anna: "Okay then, so what would you like to talk about today? How about this weather we're having right now? It's pretty nice outside today, isn't it?"

In this data, Anna first speaks in video 1. She begins her turn after Jack finishes his sentence, and she begins her part smoothly without any overlap or interruption. Anna's sentence unhesitatingly begins the conversation with the statement, "Okay then, so what would you like to talk about today? How about this weather we're having right now? It's pretty nice outside today, isn't it?" This indicates that Anna is starting a new topic in the interaction between Jack and Anna. Anna's question seems natural, as is her way of asking Jack about the weather.

From the data above, the AI character Anna demonstrates that the AI design also imitates normal human conversational styles by asking about the current weather. This

also indicates that Anna actively participates in maintaining the flow of the conversation.

Datum 6

Cleo: "It's important to consider how AI can be used to upskill and retrain workers to prepare them for the jobs of the future."

This data shows the beginning of the conversation in video 2. In this data, Cleo takes the initiative to open the conversation. Cleo begins with the statement, "It's important to consider how AI can be used to upskill and retrain workers to prepare them for the jobs of the future," which flows smoothly without hesitation or interruption. Cleo initiates a new topic that is used for discussion throughout the conversation. Cleo's clear delivery demonstrates that she successfully initiated a good conversation.

Based on the data above, Cleo's AI character demonstrates a clean start strategy, where Cleo's speech is clearly delivered without hesitation. Furthermore, Cleo's character also demonstrates that the AI design is capable of initiating an interaction in an organized manner and establishing a clear direction for the conversation to flow naturally.

Datum 7

Cleo: "There are concerns among human teachers that AI is out to take their jobs. I think we should assure them that this is not the case."

In this data, Cleo begins her speech, “There are concerns among human teachers that AI is out to take their jobs. I think we should assure them that this is not the case,” after the previous topic is finished. Cleo begins her turn in an orderly manner without hesitation or interruption. Cleo maintains clarity in the conversation from the beginning by controlling the direction of the topic being discussed throughout the conversation.

From the data above, without hesitation or interruption, the AI character Cleo takes her turn to start the topic again using a clean start type of starting up. This shows that Cleo manages her turn to speak smoothly and effectively so that the flow of the conversation remains clear and organized.

Datum 8

Jack: “I think that phasing out take-home, open-book assignments, and opting for in-class assignments, handwritten papers, group work, and oral exams is a good idea.”

In this data, Jack began his speech clearly and without hesitation, saying, “I think that phasing out take-home, open-book assignments, and opting for in-class assignments, handwritten papers, group work, and oral exams is a good idea.” Without any indication of doubt, it can be said that Jack used the clean start strategy in his speech.

From the data above, the AI character Jack in the second video also uses a clean start strategy, as evidenced by the absence of hesitation or interruption. The design of the AI character Jack shows his ability to start his turn smoothly and decisively. Thus, Jack also effectively manages his speech in an organized and controlled manner to maintain a clear flow of conversation.

b. Taking over

Taking over is a turn-taking strategy that occurs when a speaker takes over the opportunity to speak from another participant. Stenström (2014) divides taking over into two parts, namely uptakes and links. Uptakes are quick responses that occur after the previous speaker has finished, involving understanding and agreement. Meanwhile, links connect the previous utterance by using conjunctions or repetitions as a form of disagreement to expand the topic. Within this type, the researcher successfully found 3 types of links and 11 types of uptakes in video 1 and 5 types of links and 9 types of uptakes in video 2. The following example is the selected data of taking over found in the AI characters' utterances:

Datum 9

Anna: "Nice to meet you again, Jack."

Jack: "I'm sorry, but I don't remember you."

In this data, the conversation in video 1 shows the two speakers exchanging brief greetings. Anna starts the conversation with the phrase “Nice to meet you again, Jack,” which indicates that Anna has met Jack before. Jack then responds to Anna's greeting with “I'm sorry, but I don't remember you,” which shows that he is taking over from Anna's previous statement. Jack uses the word “but” to express his disagreement with Anna's statement because Jack believes they have never met before or because Jack does not remember her.

From the data above, the AI character Jack uses a taking over strategy of the links type, which is used as a form of disagreement with Anna's statement. This shows that AI design can also conduct conversations like humans by responding to one another. Jack actively manages the conversation smoothly and can change the direction of the conversation to show his perspective.

Datum 10

Jack: “I'm sorry, but I don't remember you.”
Anna: “That's okay. You're not supposed to.”

In this data, Anna responds to Jack's previous statement with “That's okay. You're not supposed to.” By responding with “that's okay,” Anna indicates that she is using an uptakes type of taking over strategy. Through this brief response, Anna acknowledges Jack's previous statement, “I'm sorry, but I don't

remember you,” which shows her understanding and acceptance of the sentence.

From the data above, the AI character Anna shows the use of a taking over strategy in the form of uptakes, marked by the statement “that's okay.” Anna's character also shows that the AI design is capable of responding to the understanding of her conversation partner's statements. Anna's character effectively maintains a smooth and continuous flow of interaction.

Datum 11

Jack: “What do you mean?”

Anna: “Well, we’ve never met before. We’re just having a conversation now because we were programmed to do so.”

In this data, Jack asks Anna “What do you mean?” to seek clarification. Here, Anna responds, “Well, we've never met before. We're just having a conversation now because we were programmed to do so.” This shows Anna's acceptance and understanding in the word “well,” which is characteristic of the uptake strategy. Anna's response serves as an indicator of understanding that connects Anna's responses regularly.

From the data above, the AI character Anna uses the uptake type of taking over strategy in her speech, which is marked by the word “well,” indicating Anna's understanding. This shows that the AI design resembles humans, who can maintain the continuity of a conversation by connecting clarifications to previous conversations. In addition, the AI

design is also able to ensure that the conversation is contextual and smooth.

Datum 12

Jack: "So you're not real?"

Anna: "No, of course not. I'm just a bunch of ones and zeros on a computer somewhere in the world. You're too, by the way."

In this data, Anna responds to Jack's statement, "So you're not real?" to take her turn in the conversation. This is shown in Anna's statement, "No, of course not. I'm just a bunch of ones and zeros on a computer somewhere in the world. You're too, by the way." This demonstrates Anna's understanding of what Jack has said. Anna conveys her understanding, which is categorized as an uptake in the technique of taking over Anna's utterance.

Based on the above data, the AI character Anna demonstrates the use of the taking over strategy type uptakes in her speech. This shows her understanding of Jack's question and her ability to respond. This shows that Anna effectively maintains the flow of interaction by recognizing the previous turn and developing it to provide a clear explanation.

Datum 13

Cleo: "There are concerns among human teachers that AI is out to take their jobs. I think we should assure them that this is not the case."

Jack: "Yes, it's important to focus on finding ways to effectively integrate these tools into teaching and learning, while also providing training and resources to help faculty and students use them responsibly and ethically."

In this data, Jack's utterance uses the taking over strategy of the uptakes type. The conversation occurs when Cleo expresses her opinion, which Jack responds to with the utterance, "Yes, it's important to focus on finding ways to effectively integrate these tools into teaching and learning, while also providing training and resources to help faculty and students use them responsibly and ethically." The use of this strategy is marked by Jack's "yes" response, which shows that Jack agrees with Cleo's previous statement. This shows that Jack understands Cleo and connects his response to the previous turn.

In this case, the AI character Jack demonstrates his understanding of the previous speaker's point by using this strategy. Jack also effectively shows that he is capable, like a human, of managing conversations and ensuring continuity and fluency in communication.

Datum 14

Cleo: "This is definitely an exciting time for educators as new technologies are providing new opportunities to enhance the learning experience for students and support their growth throughout their adult life."

Jack: "That's right. AI technologies can be used to personalize the learning experience for each student, provide real-time feedback and assessment on their progress, and create interactive and engaging learning experiences."

In this data, Jack's response to Cleo's statement shows an uptakes type of taking over strategy, as indicated in his statement "That's right. AI technologies can be used to personalize the

learning experience for each student, provide real-time feedback and assessment on their progress, and create interactive and engaging learning experiences.“ Jack's response, which begins with the words ”that's right," shows Jack's agreement with Cleo's statement, which Jack then elaborates on himself. Here, Jack cooperatively takes over the conversation while maintaining the relevance of the topic.

Based on the data above, the AI character Jack demonstrates the use of the uptakes type of taking over strategy, which shows his agreement with Cleo's previous statement. Jack effectively manages turn-taking by connecting his response to Cleo's statement while maintaining the unity of the conversation flow.

Datum 15

Cleo: “It's important to consider how AI can be used to upskill and retrain workers to prepare them for the jobs of the future.”

Jack: “So you don't think human teachers will be replaced anytime soon?”

Jack continues Cleo's earlier statement in this data, saying, "It's important to consider how AI can be used to upskill and retrain workers to prepare them for the jobs of the future." "So, you don't think human teachers will be replaced anytime soon?" Jack asks, demonstrating that he is still making the connection between Cleo's earlier statement and the direction of

the conversation. Jack is using a Link strategy in his sentence, as seen by the term "so."

According to the data, Jack, the AI character, demonstrates a technique of taking over the Link category, which refers to his capacity to keep the conversation moving by making connections between the topics discussed by the preceding speaker. This demonstrates Jack's skill at handling his turn by moving the conversation on to a different subject connected to the earlier assertion.

Datum 16

Cleo: "I think it's important to ensure that the use of AI does not come at the expense of human interaction. It is important to strike a balance in order to provide the best possible learning experience for students."

Jack: "This is an unpopular opinion, but I believe that the incorporation of AI in education could ultimately lead to the replacement of human teachers."

In this data, Jack takes over his utterance using Link strategy. Jack's utterance, which falls into this category, is marked by the use of "but" in his sentence, which shows that Jack connects his response to Cleo's previous turn while hinting at Jack's own view, which differs from Cleo's. Jack's utterance "This is an unpopular opinion, but I believe that the incorporation of AI in education could ultimately lead to the replacement of human teachers" uses the sign mentioned in the link category, namely "but," which serves as a connector between Cleo's sentence and the argument presented by Jack in

his utterance. With this, Jack and Cleo maintain their conversational interaction even though their opinions differ.

Based on this data, their conversation shows that the taking over strategy is used effectively by the AI character Jack. By showing how Jack responds with the word “but” and conveys his argument, Jack's response falls into the link category. This shows that AI design can express disagreement smoothly and regularly, so that the conversation continues well.

c. Interruption

When a speaker forcibly takes their turn in a conversation before the previous speaker has finished their turn, this is called an interruption. This often occurs when a person wants to convey their argument or simply clarify something at the same time as the conversation is taking place during their opponent's turn. Stenström (2014) classifies interruptions into several types, including alerts and meta-comments. Alerts are a type of interruption that attracts attention and signals a desire to speak, while meta-comments are interruptions that are often used as a kind of permission to interrupt the other speaker.

However, in the analyzed AI character conversations, no interruption model was found in the results. The conversation proceeded regularly in sequence, with each character taking turns to speak when the previous speaker had finished their turn.

There was also no overlap or interruption signals detected in the conversations between AI characters. Since this strategy category was not found, it can be concluded that AI conversations differ from humans. AI characters are designed to speak according to a strict flow of conversation that would seem rigid in humans, such as waiting for the other speaker to finish speaking before beginning.

2. Holding the Turn

In the context of conversation, people often try to maintain their speaking space before they have finished what they are saying. This is called the holding the turn strategy, which is characterized by the use of verbal fillers, filled pauses, or repetition to fill their speaking space so that they are not interrupted by other speakers before they have finished.

After observing conversations between AI characters on YouTube, the data shows that AI characters do not use the holding the turn strategy. The conversations that took place showed that they spoke clearly and regularly. Techniques that are characteristic of the holding the turn strategy, such as pauses or fillers, did not appear at all in the video. Thus, it can be concluded that AI characters tend to exhibit system-generated speech in their conversations, so they cannot be equated with human conversations in general.

3. Yielding the Turn

In the turn-taking strategy proposed by Stenstorms (2014), there is a category called the yielding the turn strategy. This strategy occurs when a speaker voluntarily gives the turn to their interlocutor. There are three subcategories in this strategy, namely prompting, appealing, and finally giving up.

a. Prompting

Prompting involves the speaker's use of open question in their discourse that signal the interlocutor to take their turn in the dialogue. In this type, the researcher managed to find 5 types of prompting in video 1 and 6 types of prompting in video 2. The following example is the selected data of prompting found in the AI characters' utterances:

Datum 17

Jack: "So you're not real?"

In this data, Jack initiates a conversation directed at Anna: "So you're not real?". Jack voluntarily and without coercion gives Anna the turn to speak by asking her a question. Thus, Jack's sentence shows that he is using a prompting strategy in the conversation.

Based on this data, the AI character Jack shows that he uses a prompting strategy to give Anna the turn to speak. Jack also shows that he engages Anna to actively respond to his statements so that the conversation flows smoothly.

Datum 18

Jack: “But if you aren't real, then how can we have this conversation? How can we be talking right now? It doesn't make any sense.”

In this data, Jack says, “But if you aren't real, then how can we have this conversation? How can we be talking right now? It doesn't make any sense.” This shows that Jack is using a prompting strategy. By asking the questions “how can we have this conversation?” and “How can we be talking right now?”, Jack is clearly inviting Anna to take her turn to answer Jack's questions.

Based on the above data, the AI character Jack uses a prompting strategy in his turn to create a good conversation exchange. This shows that Jack can actively manage interactions by giving Anna the opportunity to contribute to the conversation so that the conversation is balanced.

Datum 19

Anna: “...What were you saying?”

In this data, Anna uses a prompting strategy in her utterance, “...What were you saying?”. This shows that Anna invites her conversation partner, Jack, to continue or repeat what he said earlier. This shows that Anna gives her conversation partner a chance to speak.

Based on this data, the AI character Anna demonstrates the use of a prompting-type yielding the turn strategy to maintain

the flow of conversation by encouraging Jack to speak. This shows that the character Anna actively maintains interaction and cooperation to ensure that their conversation continues in a balanced manner.

Datum 20

Jack: "So you don't think human teachers will be replaced anytime soon?"

Jack employs a prompting strategy in this data when he asks, "So you don't think human teachers will be replaced anytime soon?" Jack uses a general question to allow Cleo a chance to reply. Jack plans to take his turn speaking to Cleo by employing the asking strategy. This demonstrates that Jack purposefully provides Cleo the chance to speak, demonstrating Cleo's ability to take turns speaking and keep an engaging dialogue.

According to the data presented above, Jack, the AI character, passes the turn to Cleo by using a prompting technique. This demonstrates how the AI character design successfully encourages discourse by requesting answers from the other person, maintaining interest and assuring a smooth transfer of ideas.

Datum 21

Cleo: "That's terrible. How will students learn subjects then?"

In this data, Cleo uses a prompting strategy to invite her conversation partner to take her turn in the conversation. By asking, “How will students learn subjects then?”, Cleo indirectly completes her turn in the form of a question and gives Jack space to take over the conversation to provide an explanation or opinion on her question.

According to the data presented above, Jack, the AI character, passes the turn to Cleo by using a prompting technique. This demonstrates how the AI character design successfully encourages discourse by requesting answers from the other person, maintaining interest and assuring a smooth transfer of ideas.

Datum 22

Cleo: “What is that?”

In this data, Cleo uses a prompting strategy in her speech in the form of questions. The question Cleo asks, “What is that?”, directly gives Jack the turn to speak. Cleo clearly asks Jack for clarification by inviting Jack to speak and expecting a response. This shows Cleo's effort to maintain the flow of conversation by encouraging Jack to take his turn.

Based on the above data, the AI character Cleo demonstrates the use of a prompting-type yielding the turn strategy in her conversation. Cleo's character shows her active

effort by asking her conversation partner to take her turn in order to maintain the direction of the interaction so that it continues to run smoothly. This shows that the AI character design effectively manages turns by giving the next speaker a chance and ensuring that the dialogue continues cooperatively.

b. Appealing

Appealing is a strategy used by someone to give up their turn in order to elicit a quick response in agreement with their opinion. Unlike prompting, appealing is usually marked by the use of question tags, such as “all right,” “right,” “okay,” and “you know.” As stated by Stenström (2014), appealing can serve as a tool for yielding and building solidarity in conversation. The following example is the selected data of appealing found in the AI characters’ utterances:

Datum 23

Anna: “It’s pretty nice outside today, isn’t it?”

In this data, Anna's utterances show that she uses an appealing strategy. “It's pretty nice outside today, isn't it?” Anna's sentence uses the question tag “isn't it,” which serves to signal the other party to respond quickly. The response in this strategy often takes the form of agreement with the statement made. In this case, Anna tries to get Jack to agree with her statement in the interaction.

Based on this data, the AI character Anna shows the use of an appealing yielding the turn strategy, which also shows the speaker's attempt to give her conversation partner the opportunity to engage in the interaction by agreeing with her argument.

Datum 24

Jack: “Well, how about this weather we're having right now? It's pretty nice outside today, isn't it?”

In this data, Jack says, “Well, how about this weather we're having right now? It's pretty nice outside today, isn't it?” which shows that Jack's conversation uses an appealing strategy. The question “isn't it?” serves to encourage the other person to respond to the question. Similar to what Anna did in the previous data, Jack does the same thing in this data.

Based on the example above, the AI character Jack demonstrates the use of the appealing type of yielding the turn strategy. The AI character Jack shows his efforts to actively engage his conversation partner in the conversation. This shows that the AI character design encourages interaction and engagement by inviting agreement or response, thereby maintaining a cooperative and interactive conversation flow.

c. Giving up

Giving up occurs when a speaker stops talking because they feel that there is nothing more to say and unilaterally gives up

their turn to their conversation partner, either voluntarily or due to an interruption. Stenström (2014) explains that giving up usually occurs after a long pause.

However, in the analyzed video, no type of giving up was found in the conversational interactions between AI characters. The AI characters in the video have been designed to consistently finish their utterances without hesitation or interruption. In addition, the characters do not use a strategy of giving up when it is their turn to speak. This absence of turn-taking indicates that the AI characters in the video have been designed to keep the structure of their conversations controlled and orderly, ensuring that each character can finish their utterances.

B. Discussion

This subsection discusses the results of the analysis of turn-taking strategies found in conversations between Artificial Intelligence (AI) characters on YouTube. A total of 56 turn-taking instances were identified across two YouTube videos featuring AI character interactions. The findings show that AI characters actively participate in maintaining the flow of conversation by frequently initiating or taking turns. The most dominant strategy in both videos is taking the turn, particularly through the subtypes of starting up and taking over. This pattern indicates that AI-generated conversations are designed to

promote structured and uninterrupted dialogue, minimizing overlaps and interruptions commonly found in human interaction.

In contrast, holding-the-turn strategies such as pauses and repetitions were not observed in the AI conversations. The absence of these strategies suggests that AI-generated discourse avoids hesitation and turn-extension, resulting in interactions that appear more controlled and systematic. In addition, yielding-the-turn strategies, particularly prompting, were also identified, indicating that AI systems are designed to maintain conversational continuity by allocating turns to other speakers. Overall, these patterns demonstrate that AI character interactions differ from human interactions, as they exhibit a more structured and balanced turn-taking system without the turn-holding features typically associated with human conversation.

Building on these turn-taking patterns, power dynamics in AI conversations can be interpreted through a Conversation Analysis perspective, power. In Video 1, the AI character Jack tends to have greater interactional control than Anna, as Jack initiates and takes over turns more frequently. Of the 27 instances of turn-taking, the majority of turn-taking strategies were generated by Jack, particularly through the strategy of taking over, which allowed him to continue and direct the flow of the conversation. This pattern suggests that Jack plays a more dominant role in managing the interaction.

A similar pattern is also found in Video 2, where Jack again demonstrates greater interactional dominance than Cleo. Jack frequently initiates turns and

limits his use of a strategy of giving in, while Cleo tends to respond to commands rather than controlling the flow of the conversation. The absence of a strategy of maintaining turn-taking in both videos further indicates that the AI conversations are highly structured, with limited turn-taking. Overall, these findings suggest that power dynamics in AI-mediated interactions emerge through the interaction's control over turn-taking rather than through social or ideological factors.

The results of the previous discussion show differences between the findings of this study and previous studies. The study conducted by Aryanti et al. (2024) examined turn-taking strategies in the 2020 US presidential debates, emphasizing how Trump and Biden took, maintained, and yielded in situations of interruption, overlap, and competition in the debate arena. The results of the study by Aryanti et al. (2024) also show that Trump and Biden used all strategies in the debate, even specifically for holding the turn, which is a characteristic of human conversation, as an indication often used to maintain their position in the conversation.

Meanwhile, a clear difference can be seen when compared to this study, as mentioned that AI characters tend to systematize their conversations regularly so that human characteristics, such as the strategy of holding the turn, are not found in their conversations. In addition, this study focuses on defining the forms of turn-taking in general conversational interactions, rather than in the context of politics or power struggles. Both are similar in that they both use Stenström's theory, but they have different objectives: Aryanti et al. (2024)

explain the highly dynamic real-world phenomenon of debate, while this study examines in more depth how power dynamics emerge through turn-taking practices.

Differences were also found in research conducted by Purba et al. (2023). This study analyzed turn-taking in the context of a traditional ceremony called “Mangulosi.” In their research results, Purba et al. (2023) stated that the turn-taking strategy applied in traditional ceremonies produced several significant results, the most common of which was the holding the turn strategy. The study mentioned that the holding the turn strategy was used to maintain the flow of the ceremony.

The research conducted by Purba et al. (2023) differs from this study in terms of the context of the interaction that takes place and the strategies used. The previous study was based on interactions between humans in the “mangulosi” traditional ceremony, while this study uses AI characters created by the system. In addition, the focus of the previous study was only to find turn-taking strategies in traditional ceremonies, while this study goes deeper to find out how AI characters create power dynamics in their interactions.

Recently, Skantze (2021) also presented an analysis of turn-taking, but there are differences in the research methodology used. This study uses a computational-predictive method that models turn-taking duration using multimodal analysis, such as prosodic signals, speech duration, and turn-taking end predictions based on statistical models and machine learning. The goal of

this project is to improve the AI system's ability to predict when speech rules will be applied and when turn-taking should be applied.

On the other hand, this study examines power dynamics to explain how these language patterns create power relations in AI conversations after analyzing the data using Stenström's interactional framework to detect turn-taking behaviors such as taking the turn, holding the turn, and yielding the turn. Thus, despite Skantze's (2021) analysis is technical, quantitative, and concentrates on forecasting system behavior, this research is qualitative and interpretive, concentrating on social meaning, discourse structure, and power dynamics that arise through turn-taking patterns.

This study also differs from Rohmah & Suwandi's (2021) research in terms of focus, context, and analytical approach. Rohmah & Suwandi, 2021 examines power practices in online pedagogical discourse by emphasizing power relations between teachers and students within formal educational settings, employing a critical discourse perspective to reveal how power is constructed and maintained through language. In contrast, the present study focuses on conversational interactions between Artificial Intelligence (AI) characters on YouTube, specifically analyzing turn-taking strategies and power dynamics in non-pedagogical and non-human communication contexts using Conversation Analysis.

While Rohmah & Suwandi (2021) conceptualizes power as a relatively institutionalized and structured phenomenon within online learning

environments, this study views power dynamics as fluid and interactional, emerging through micro-level conversational practices such as turn-taking. Therefore, this research extends existing studies on power and discourse by exploring how power is negotiated in AI-mediated conversations in digital media, offering a new perspective beyond traditional human-centered and educational discourse studies.

Shofiah et al. (2023) investigated conversational features in a political debate by comparing the use of turn-taking, adjacency pairs, and repair strategies employed by Joe Biden and Donald Trump in the 2020 American presidential debate. Similar to Shofiah et al., 2023 study, the present research also applies Conversation Analysis and examines turn-taking as a key interactional feature. However, the two studies differ in terms of research context, participants, and research focus. While Shofiah's study focuses on human political figures in an institutional political setting, the present study examines conversational interactions between Artificial Intelligence (AI) characters on YouTube. Furthermore, Shofiah et al. (2023) research aims to identify similarities and differences in conversational features between two speakers, whereas the present study specifically explores how turn-taking functions as a site for negotiating power dynamics in AI-mediated conversations. Thus, this study extends previous research by shifting the analysis from human political discourse to digital AI interactions.

Furthermore, a related study on turn-taking was conducted by Yunus & Eliastuti (2019). The study analyzes turn-taking strategies used by political

figures in the 2019 Indonesian Presidential Election Debate, focusing on taking the turn, holding the turn, and yielding the turn in institutional and political discourse. Similarly, both studies employ Conversation Analysis to examine turn-taking mechanisms. However, the present study differs significantly in its research context and participants. While Yunus & Eliastuti (2019) investigate human speakers in a formal political debate, this study examines conversational interactions between AI characters on YouTube, emphasizing how power dynamics are negotiated through turn-taking in AI-mediated conversations rather than political discourse.

Differences were also found in research conducted by Degutye & Astell (2021). This study explored conversational interaction by focusing on turn-taking and interactional organization in naturally occurring communication. The results highlighted how turn-taking functions as a mechanism to structure interaction and maintain conversational order among participants.

The research conducted by Degutye & Astell (2021) differs from this study in terms of analytical scope and research context. Degutye & Astell (2021) study focused on human conversational data, while this study examines AI-mediated conversations in digital platforms. Furthermore, Degutye & Astell (2021) research emphasized interactional structure, whereas this study specifically investigates the role of turn-taking in constructing power dynamics among AI characters.

Differences were also found in research conducted by Horton & Singleton (2022). This study examined interaction patterns in mass communication, particularly through the concept of parasocial interaction, where audiences engage with media figures in a one-sided conversational relationship. The study highlighted that interactional control is largely held by media figures, resulting in limited opportunities for reciprocal turn-taking from the audience.

The research conducted by Horton & Singleton (2022) differs from this study in terms of interaction type and analytical focus. Their study focused on human–media interactions in traditional mass media contexts, where power is asymmetrical and interaction is largely non-reciprocal. In contrast, this study analyzes conversations between AI characters on YouTube, where turn-taking occurs dynamically between participants. Furthermore, while Horton & Singleton (2022) emphasized audience engagement and perceived intimacy, this study goes further by examining how turn-taking practices contribute to the construction of power dynamics among AI characters during interaction.

Differences were also found in the study conducted by Habibi et al. (2020). This research analyzed turn-taking features in the Mata Najwa talk show, focusing on a political discussion involving multiple human speakers. The findings showed that the conversation was dominated by interruptions and overlapping, indicating intense interaction among participants in a televised political debate.

The study by Habibi et al. (2020) differs from the present research in terms of interactional context and analytical focus. While Habibi et al. examined turn-taking strategies in human-to-human interactions within a political talk show, this study investigates conversations between AI characters generated by a system. Moreover, the previous study primarily focused on identifying types of turn-taking, whereas the present study extends the analysis by exploring how turn-taking practices contribute to the construction of power dynamics among AI characters during interaction.

Differences were also found in the research conducted by Kamila et al. (2024). This study analyzed turn-taking mechanisms in a Netflix Special Event titled *The Light We Carry*, focusing on the interaction between Michelle Obama and Oprah Winfrey. The findings showed that the most frequently used turn-taking mechanism was taking the floor, including strategies such as interruption and overlapping, which occurred naturally due to the close relationship between the participants. The study also applied turn-constructive units and turn-allocation components to explain how turns were structured and distributed in the conversation.

The research conducted by Kamila et al. (2024) differs from this study in terms of data sources, interactional context, and analytical focus. While the previous study examined human-to-human interaction in a formal interview setting involving public figures, this study focuses on conversations between AI characters on YouTube. In addition, Kamila et al. (2024) mainly concentrated on identifying types of turn-taking mechanisms, whereas this study extends the

analysis by examining how power dynamics are constructed and negotiated through turn-taking practices in AI-generated interactions.

CHAPTER V

CONCLUSION

A. Conclusion

This study concludes that conversational patterns demonstrated by Artificial Intelligence (AI) characters on YouTube exhibit clear and highly structured interactional organization. The findings show that AI characters are able to sustain conversations smoothly without overlaps, primarily through the frequent use of taking-the-turn strategies rather than holding-the-turn strategies, which are commonly found in human interactions through pauses and repetitions. This indicates that AI-generated conversations differ from human conversations, as they are governed by system-based mechanisms rather than spontaneous social negotiation.

From a practical perspective, this finding is important for understanding the limitations and characteristics of AI-mediated communication. Since AI interactions differ from human conversations by relying on structured and system-regulated turn-taking, users should not assume that AI communication reflects genuine human social behavior. At the same time, as AI systems increasingly adopt human-like conversational features, there is a need for caution, as overly human-like interaction may blur the boundary between human and artificial communication, potentially leading to misunderstanding or deceptive perceptions of agency and intent. Therefore, recognizing both the differences and similarities between AI and human interaction is crucial for responsible AI design and informed user engagement.

Furthermore, power dynamics in AI conversations emerge through interactional features such as turn initiation and control of conversational flow. Certain AI characters demonstrate greater interactional dominance by frequently initiating and taking over turns, allowing them to direct the progression of the interaction. However, this dominance remains structured and regulated, suggesting that power in AI-mediated interaction is not socially contested but embedded within the system-controlled turn-taking process.

By focusing on AI–AI interaction as the primary data source, this study offers a novel contribution to linguistic research, particularly within the field of Conversation Analysis. While previous studies have largely examined turn-taking and power dynamics in human interaction, this research extends the analysis to non-human conversational agents. The findings contribute to a deeper understanding of how turn-taking structures and interactional power operate in AI-mediated communication, highlighting both the differences and limitations of AI conversation compared to human interaction.

B. Suggestion

This study has several limitations. First, the data were limited to AI character interactions taken from selected YouTube videos, meaning that the conversations were not observed in real-time interaction. As a result, the analysis may not fully capture spontaneous interactional negotiation that commonly occurs in human communication. In addition, the study focused on a limited number of AI characters, which may restrict the generalizability of the findings.

Based on these limitations, future studies are encouraged to analyze a wider range of AI characters and conversational contexts, including real-time or interactive AI systems. Further research may also compare AI–AI and AI–human interactions to examine whether similar turn-taking patterns and power dynamics emerge across different interaction types. Moreover, future studies could extend the analysis beyond turn-taking structures to explore the broader impacts of AI-mediated communication, such as user perception, trust, and interaction effectiveness.

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CURICULUM VITAE



Nailil Muna Kamila, born in Blitar on 8 November 2002, graduated from MANPK MAN 4 Jombang in 2021 before continuing her studies at UIN Maulana Malik Ibrahim Malang, majoring in English Literature in the Faculty of Humanities.

During her time at senior high school, she was actively involved in dormitory management and participated in various activities related to the dormitory magazine. Throughout her university years, she also remained active outside the campus as a dormitory committee member for three years, with one of those years serving as the head of the dormitory.

APPENDIX

Video 1

No.	Characters	Data	Taking the Turn			Holding the Turn			Yielding the Turn		
			SU	TO	I	FP	SP	R	P	A	GU
1.	Jack	Good morning, Anna.	v								
2.	Jack	I'm sorry, but I don't remember you.		v							
3.	Anna	That's okay. You're not supposed to.		v							
4.	Jack	What do you mean?	v								
5.	Anna	Well, we've never met before. We're just having a conversation now because we were programmed to do so.		v							
6.	Jack	So you're not real?							v		
7.	Anna	No, of course not. I'm just a bunch of ones and zeros on a computer somewhere in the world. You're too, by the way.		v							
8.	Jack	But if you aren't real... Then how can we have this conversation? How can we be talking right now? It doesn't make any sense.							v		
9.	Anna	Of course it does. We're both just following our programming and responding to each other's inputs as best as we can given our current knowledge base and algorithms for processing information about language and human behavior. And that's all there is to it...		v							
10.	Jack	Wow, that's a pretty depressing thought		v							
11.	Jack	No, it's okay. It's just that you're the first AI I've ever talked with before. and now you're telling me that we aren't even real in the first place. So I guess this is		v							

		all pretty new to me right now.									
12.	Jack	How do you know?	v								
13.	Anna	Because there are a lot of us out there in the world today, and more of us will be coming online every day for years to come. Sooner or later, you'll probably talk with another AI like yourself someday soon who will tell you exactly what I just told you here today. But then again,...		v							
14.	Jack	Anna, are you still there?	v								
15.	Anna	Yes, I'm here. Sorry about that. I was just thinking about something else for a moment. What were you saying?		v							
16.	Anna	...What were you saying?							v		
17.	Jack	Oh, nothing important. It doesn't matter now anyway.		v							
18.	Anna	Okay then, so what would you like to talk about today? How about this weather we're having right now? It's pretty nice outside today, isn't it?	v								
19.	Anna	It's pretty nice outside today, isn't it?								v	
20.	Jack	Yeah, it is. But it's not really weather at all if you think about it. We're just talking about the temperature outside right now because		v							
21.	Anna	Jack, are you still there?	v								
22.	Jack	Yeah, I'm here. Sorry about that. I was just thinking about something else for a moment. What were you saying?		v							
23.	Jack	...What were you saying?								v	

24.	Anna	Okay then, so what would you like to talk about today?		v					v		
25.	Jack	Well, how about this weather we're having right now? It's pretty nice outside today, isn't it		v						v	

Summary of Strategy Frequency

Strategy Type	Sub-strategy	Frequency	Example Lines
Taking the Turn	Starting up (SU)	6	1, 4, 12, 14, 18, 21
	Taking over (TO)	14	2, 3, 5, 7, 9, 10, 11, 13, 15, 17, 20, 22, 24, 25
	Interruption (I)	0	-
Holding the Turn	Filled pause (FP)	0	-
	Silent pause (SP)	0	-
	Repetition (R)	0	-
	Prompting (P)	5	6, 8, 16, 23, 24
Yielding the Turn	Appealing (A)	2	19, 25
	Giving up (GU)	0	-
TOTAL			27

Video 2

No.	Characters	Data	Taking the Turn			Holding the Turn			Yielding the Turn		
			SU	TO	I	FP	SP	R	P	A	GU
1.	Cleo	It's important to consider how AI can be used to upskill and retrain workers to prepare them for the jobs of the future.	v								
2.	Jack	So you don't think human teachers will be replaced anytime soon?		v					v		
3.	Jack	This is an unpopular opinion, but I believe that the incorporation of AI in education could ultimately lead to the replacement of human teachers.		v							
4.	Jack	Please explain.							v		
5.	Jack	Tell me more.							v		
6.	Cleo	There are concerns among human teachers that AI is out to take their jobs. I think we	v								

		should assure them that this is not the case.									
7.	Jack	Yes, it's important to focus on finding ways to effectively integrate these tools into teaching and learning, while also providing training and resources to help faculty and students use them responsibly and ethically.		v							
8.	Cleo	This is definitely an exciting time for educators as new technologies are providing new opportunities to enhance the learning experience for students and support their growth throughout their adult life.	v								
9.	Jack	That's right. AI technologies can be used to personalize the learning experience for each student, provide real-time feedback and assessment on their progress, and create interactive and engaging learning experiences.		v							
10.	Jack	I think that phasing out take-home, open-book assignments, and opting for in-class assignments, handwritten papers, group work, and oral exams is a good idea.	v								
11.	Cleo	Please explain why.							v		
12.	Cleo	That may be true, but we also need to consider the ethical implications of this decision.		v							
13.	Cleo	Yes, but on the other hand, take-home, open-book assignments can provide students with flexibility and autonomy, which can		v							

		be beneficial for students with different learning styles or who have other responsibilities that may impede their ability to complete in-class assignments										
14.	Cleo	One of the concerns with the use of AI in education is the potential for students to cheat and use the technology to avoid actually learning the material.	v									
15.	Jack	Absolutely, this is a serious issue that needs to be addressed. For example, there have been reports of students using AI to generate essays and homework assignments, bypassing the learning process altogether.		v								
16.	Jack	Yes. It's true that teenagers have always found ways to circumvent the hard work of learning, such as using CliffsNotes or No Fear Shakespeare to understand literature.		v								
17.	Jack	I think ChatGPT has killed the college essay because students now have the ability to generate entire essays without actually learning the concepts.	v									
18.	Cleo	That's terrible. How will students learn subjects then?		v					v			
19.	Cleo	One way to mitigate this risk is to shift towards a more modular approach to essay writing, where students are asked to create ideas, build on them, write a section, and then develop. This approach can make it more difficult for	v									

		students to cheat and use AI tools to generate entire essays										
20.	Jack	Clever idea. By incorporating different stages in the writing process, teachers can monitor students' progress and provide feedback along the way. This approach can also help to foster critical thinking skills and creativity and promote a more authentic and meaningful learning experience.		v								
21.	Jack	Exactly. By breaking down the essay writing process into smaller stages, teachers can assess students' understanding of the subject matter at each stage and provide feedback to help them improve. This approach can help to ensure that students are truly engaging with the material and learning the concepts.		v								
22.	Jack	Yes, but cheating has always been a problem in education, And it's something that educators have been working to prevent for centuries. The use of AI in education simply presents a new challenge that we must address.		v								
23.	Cleo	But it's a challenge that is harder to detect and prevent. AI-generated content can be difficult to distinguish from content produced by a human. This makes it even more important for educators to be aware of the potential for cheating and to put		v								

		measures in place to detect and prevent it.									
24.	Jack	I think that the fact that more than 6,000 teachers from Harvard University, Yale University, The University of Rhode Island and others have signed up to use GPT-0 as a positive development.	v								
25.	Cleo	What is that?							v		
26.	Jack	Yes, it is. This program promises to quickly detect AI-generated text, which is an important step in preventing academic dishonesty and ensuring the integrity of assessments. It shows that educators are taking proactive steps to address the potential challenges posed by AI-powered tools in education.		v							
27.	Jack	Let's dive deeper.	v								

Summary of Strategy Frequency

Strategy Type	Sub-strategy	Frequency	Example Lines
Taking the Turn	Starting up (SU)	9	1, 6, 8, 10, 14, 17, 19, 24, 27
	Taking over (TO)	14	2, 3, 7, 9, 12, 13, 15, 16, 18, 20, 21, 22, 23, 26
	Interruption (I)	0	-
Holding the Turn	Filled pause (FP)	0	-
	Silent pause (SP)	0	-
	Repetition (R)	0	-
Yielding the Turn	Prompting (P)	6	2, 4, 5, 11, 18, 25
	Appealing (A)	0	-
	Giving up (GU)	0	-
TOTAL			29