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DEVELOPING WRITING SKILLS**Esther Lee¹, Malini Ganapathy^{2*}¹ School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang
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Writing has consistently been a challenge for students, particularly when compared to other language skills. Among the four core competencies—listening, speaking, reading, and writing—students often struggle the most with writing. To enhance their writing proficiency, learners require high-quality model texts that demonstrate appropriate essay structure and linguistic features. ChatGPT has emerged as a valuable tool in this regard, offering substantial support in various fields, including EFL education. The model has demonstrated its ability to generate well-structured essays that serve as model texts, particularly in terms of grammatical accuracy, coherence and cohesion, and lexical resource—all essential components of effective academic writing. However, the quality of ChatGPT-generated content is highly dependent on the prompts used. This study aims to analyze the linguistic structures produced in response to different prompt types: open-ended, closed-ended, role-based, and iterative prompts. The findings indicate that open-ended and closed-ended prompts did not yield significant differences in linguistic structure, and both types exhibited areas for improvement. Overall, the essays generated from these prompts were assessed at a B2 level, suggesting that additional refinement—particularly through iterative prompting—would be necessary to produce outputs at the C2 level. Notably, role-based prompts provided references to support arguments; however, while these references were real, some of the information generated was fabricated. This highlights a critical limitation of ChatGPT: the potential for misinformation, necessitating careful verification of its outputs. Furthermore, all three prompt types—open-ended, closed-ended, and role-based—produced responses in bullet-point format rather than fully developed argumentative essays, reinforcing the need for iterative prompting to refine and structure the content appropriately.

Overall, ChatGPT-generated essays serve as useful samples for learners seeking to improve their writing skills. However, to achieve more nuanced and expert-level guidance, instructor intervention remains essential.

Keywords:

ChatGPT; Writing; Model-Texts

Introduction

Acquisition of proficient English writing skills occupies a central position in EFL education (Faiz et al., 2023), as students must master these skills to effectively articulate their thoughts (Zebua and Katemba, 2024). Recent advancements in artificial intelligence (AI) and natural language processing have spurred the development of numerous AI-powered language technologies (Xiao et al., 2025). One such technology, ChatGPT, is an advanced language generation model that provides real-time assistance in grammar, vocabulary selection, and composition (Faiz et al., 2023). As an AI-powered English writing tool, ChatGPT is a valuable resource for both novice and experienced writers seeking to engage in literary writing (Bibi & Atta, 2024). Although several studies have demonstrated ChatGPT's potential to enhance the writing performance of EFL students (Werdingisih et al., 2024), research examining the effects of different prompt types on its generated outputs remains scarce.

Analyzing outputs from various prompt types is crucial because ChatGPT's performance is highly contingent on the quality of the instructions it receives (Kovari, 2024). Optimal prompt construction is therefore essential, as suboptimal or ambiguous prompts may necessitate iterative refinement and lead to undesired content (Mondal et al., 2024).

To address this gap, the present study aims to analyze the effectiveness of different prompt types—namely, open-ended, close-ended, role-based, and directive prompts—in generating model texts for EFL students. Although many researchers have explored the use of AI technologies in academia, limited research exists on the impact of AI on English writing skills, (Khan and Ghani, 2024) particularly in relation to prompt design. Model texts serve as concrete examples that help learners understand the expected final product and process the rhetorical structures, formatting, and organizational features of a well-crafted text (Peloghitis and Ferreira, 2018). Moreover, model texts have proven particularly effective in enhancing vocabulary and content development for L2 learners (Kang, 2020). Furthermore, crafting precise prompts is essential to harnessing ChatGPT's full potential, underscoring the importance of cultivating digital literacy in the AI-driven educational era (Huang, 2023).

The objective of this study is to elucidate the benefits and limitations of various prompt types in developing writing skills among EFL students. Ultimately, this research aims to improve English writing proficiency and assist educators in generating effective model texts for instruction—thereby enhancing academic performance and equipping students with the skills necessary for effective discourse in diverse professional contexts.

Literature Review

The Role of ChatGPT in Writing

ChatGPT, an artificial intelligence language model developed by OpenAI, is widely utilized as a writing assistant capable of generating text that emulates human language patterns (Seelro & Khan, 2024). It serves as a tool for idea generation, providing suggestions and explanations to address specific writing challenges (Park, 2024). Moreover, ChatGPT can produce text in various formats, including essays (Masoudi, 2024). Its interactive features not only support learners but also encourage them to take ownership of their writing (Hossain & Younus, 2024).

This study examines ChatGPT's role in generating model texts for reference. Findings by Herbold (2023) indicate that essays produced by ChatGPT are rated higher in quality compared to those written by humans. Furthermore, Herbold notes that the linguistic characteristics of AI-generated texts differ from those of human-authored essays. However, contrary findings have been reported by Pinto et al. (2024), who observed that human-written manuscripts exhibit significantly higher quality in terms of presentation and nuanced expression. Additionally, ChatGPT-generated text tends to be polite but lacks specificity, often incorporating elaborate and uncommon vocabulary, maintaining an impersonal tone, and avoiding emotional expression (Mitrović et al., 2023). These findings suggest that while ChatGPT can assist in text generation and language refinement, it should not replace the human role in creating innovative knowledge through experiential learning (Silva et al., 2023).

Consistent with Sain et al. (2025), this study acknowledges concerns regarding excessive reliance on AI and its potential implications for the development of creative and critical thinking skills.

Model-text Writing

Model texts serve as a powerful catalyst for student learning and improvement (Luquin, 2025). Nguyen and Vu (2024) advocate for the use of model texts as a feedback instrument, highlighting their ability to provide alternative expressions, content variations, and organizational structures (Wu et al., 2023). Mujtaba et al. (2024) found that ESL students who used model texts as references demonstrated significant improvements, particularly in vocabulary and structural aspects of their writing.

ChatGPT has the capability to generate a wide range of written and unpublished content, including formal essays, as well as literary, journalistic, and scientific manuscripts (Quintans-Junior et al., 2023). Such texts are often characterized by a high degree of originality and coherence (ibid.). Consequently, learners seeking to enhance their writing skills can easily access model texts through ChatGPT. Abi (2024) suggests that educators encourage students to expand their lexical resources to improve the overall quality of their writing.

Grammar serves as the foundation of sentence structure and plays a crucial role in ensuring clarity and coherence in written texts (Muharmah & Fauzan, 2024). Cohesion is essential, as it enhances readability and allows writers to convey ideas in a structured manner (Mustafa, 2024). Similarly, coherence requires logical thinking, proper organization, and the appropriate selection of words, thereby facilitating readability and maintaining consistency between textual components (Puspitasari, 2025). Both coherence and cohesion are fundamental elements that establish relationships between ideas and sentences (ibid.).

Findings by Murray and Tersigni (2024) indicate that AI-generated essays outperform student-written essays, particularly in grammar and organization. Additionally, Ismail (2023) reports that ChatGPT can produce essays exhibiting human-like cohesion, coherence, lexical sophistication, and advanced grammatical structures. However, the quality and relevance of AI-generated content remain highly dependent on the specificity and effectiveness of the prompts provided.

Prompt Engineering

Prompt engineering has emerged as a critical technique for optimizing the performance of pre-trained large language models (LLMs) (Sahoo et al., 2023). Federiakin et al. (2024) define prompt engineering as the ability to effectively communicate a problem, its context, and the constraints of the desired solution to an AI assistant, ensuring precise and immediate responses. Leung (2024) highlights that prompt engineering plays a significant role in enhancing the learning experience by tailoring prompts to meet users' needs. This approach fosters engagement, promotes critical thinking, and facilitates collaborative and interactive learning environments.

A key aspect of prompt engineering is understanding both the capabilities and limitations of LLMs (Biswas, 2023). While LLMs can generate various forms of creative content and provide informative responses, they are not infallible (ibid.). Piazza et al. (2023) argue that well-structured input can substantially improve the quality of ChatGPT-generated outputs in academic research. Therefore, further exploration of different prompt types is necessary to maximize their effectiveness.

Role-based Prompts

Role-based prompts, which assign specific roles to ChatGPT, enhance its ability to provide professional and specialized information (Leung, 2024). Large language models (LLMs) demonstrate a remarkable capacity for role-playing, allowing them to embody both human and non-human entities (Kong et al., 2023). Njifenjou et al. (2023) argue that role-play prompting is a simple yet effective method for improving the conversational abilities of language models, making them more interactive and context-aware. This effectiveness may stem from the way role-based prompts streamline the process of obtaining precise and context-specific information (Mesko, 2023).

However, Zhang et al. (2024) highlight a key limitation of LLMs in role-based prompting, noting that they often struggle to maintain high performance in role-playing tasks. The authors suggest that this may be due to LLMs' inability to acquire sufficient contextual understanding of roles during training, resulting in responses that lack authentic character depth and experiential reasoning. Consequently, while role-based prompts can enhance AI-generated outputs, they also expose the inherent limitations of LLMs in mimicking genuine expertise and character embodiment (ibid.).

Iterative Prompts

Effective prompt design often requires iterative refinement, particularly when initial prompts lack clarity or sufficient context (Mondal et al., 2024). Iterative prompting, as observed by Shi et al. (2023), enhances the quality of generated summaries through progressive adjustments. Heston & Khun (2023) further argue that iterative prompts facilitate better comprehension and contribute to the generation of optimal outputs. Additionally, prompt refinement techniques,

such as few-shot prompting, have demonstrated improvements in performance, suggesting that strategically structuring prompts can enhance the accuracy of information retrieved from language models (Chen et al., 2023).

Methodology

This study employs a qualitative content analysis approach to explore the application of ChatGPT in supporting writing development. Content analysis will be conducted using various prompts, focusing on how they influence the generation of argumentative essays. The AI-generated texts will be evaluated based on linguistic features aligned with the Common European Framework of Reference for Languages (CEFR), specifically assessing lexical resource, grammar, coherence and cohesion, and content. By systematically analyzing these aspects, the study aims to determine the effectiveness of different prompt structures in generating high-quality model texts for students' reference. ChatGPT was used to help identify patterns, suggestions, strengths and weaknesses in each essay.

Findings

Open-ended Prompt

The essay generated by the open-ended prompt (Appendix) demonstrates a varied use of sentence structures, including simple, compound, and complex sentences, which contribute to both clarity and diversity in writing. However, certain lengthy sentences could be segmented for improved readability, particularly in the section on the "Drawbacks of Homework," where multiple ideas are linked within a single sentence. The essay predominantly employs the active voice, maintaining a direct and engaging tone. Occasional use of the passive voice is observed, which is expert writers can use for maintaining objectivity (Carpenter, 2022).

The use of modal verbs and hedging language, such as *should*, *can*, and *may*, is effective in presenting recommendations and ensuring academic objectivity. Modality is extremely important in academic written discourse as it conveys the writer's attitude both to the propositions he/she makes and to the readers (Yang, 2018). The inclusion of hedging expressions such as *can*, *often*, and *may* mitigates overgeneralization, thereby enhancing the academic rigor of claims. This is align with Demir's (2018) statement that the underuse of hedging may lead to overstatement, overuse of it may bring about suspicions on the credibility of the statements. Greater incorporation of nominalization (transforming verbs into nouns) could further increase the formality of the essay. For example, the sentence "*When students complete assignments at home, parents have an opportunity to engage with their child's learning process*" could be revised to "*The implementation of time-based homework limits can help prevent excessive workload*", where *implement* is nominalized as *implementation*. Similarly, "*Teachers should collaborate to avoid assigning multiple major tasks simultaneously*" could be restructured as "*Collaboration among teachers in scheduling assignments can prevent excessive workload for students*", thereby improving the academic tone.

The essay effectively utilizes parallel structures, particularly in lists, as exemplified by "*By applying what they learned in class, students strengthen their understanding and develop problem-solving skills.*" However, certain lists could be refined for greater structural parallelism. For instance, "*Completing assignments on time teaches students to manage their workload efficiently, a skill that is valuable in higher education and professional life*" could

be revised to *“Completing assignments on time teaches students to manage their workload efficiently and to develop skills valuable in higher education and professional life”*, ensuring consistency in structure. Additionally, the use of conditional sentences enhances the depth of argumentation, particularly in discussing potential consequences. An example from the essay, *“If not carefully designed, homework can become redundant and disengaging”*, could be further varied for academic rigor. Alternative formulations such as *“Should schools fail to regulate homework quantity, students may experience academic burnout”* or *“Had more studies been conducted on the long-term effects of homework, a clearer policy framework might have emerged”* would contribute to a more sophisticated discussion.

In terms of cohesion and coherence, the essay employs a range of transition words and phrases, effectively making the piece of writing flow logically (Abdulla, 2023). To connect ideas, establish logical relationships, and ensure seamless transitions between sentences and paragraphs, transition words and phrases are essential (ibid.). The use of cohesive devices enhances readability and ensures logical connections between ideas (Lestari et al., 2023). Additive transitions such as *“Additionally”* and *“Furthermore”* signal that the additional information is coming (Djahimo, 2018), while contrastive transitions such as *“However”* and *“Despite its benefits”* signal shifts between advantages and disadvantages. Causal transitions, including *“As a result”* and *“Because of this”*, effectively illustrate cause-and-effect relationships. Although there is a well-balanced use of different types of transitions, greater variety could further enhance academic rigor and prevent the overuse of common transitions like *“Additionally”* and *“However.”* The inclusion of explicit signposting phrases, such as *“This section explores the potential drawbacks of homework”*, could improve organization.

The essay also demonstrates effective reference cohesion through the use of personal, demonstrative, and relative pronouns. For instance, personal pronouns are employed to maintain clarity, as seen in *“This involvement can strengthen the parent-child relationship”* and *“They develop problem-solving skills.”* Demonstrative pronouns such as *“This approach ensures that students are not overwhelmed”* and relative pronouns like *“Students who receive excessive homework often struggle with fatigue”* contribute to topic continuity. However, pronoun references could be made more explicit in longer sentences to prevent ambiguity. For example, *“This involvement can strengthen the parent-child relationship”* could be revised to *“Parental involvement in homework can strengthen the parent-child relationship”* to enhance clarity.

With respect to coherence, the essay follows a logical structure, progressing from an introduction to discussions on benefits, drawbacks, solutions, and a conclusion. The introduction effectively states the topic and argument, while the body paragraphs systematically present advantages followed by disadvantages, ensuring a balanced discussion. The conclusion provides a comprehensive summary and recommendations. Paragraph unity is maintained, with strong topic sentences clearly indicating the main ideas. For instance, *“One of the primary benefits of homework is that it reinforces classroom learning”* effectively signals a discussion on educational reinforcement, while *“Despite the benefits, excessive homework can have significant drawbacks”* introduces the counterargument smoothly. These topic sentences function as strong signposts for the reader. However, certain topic sentences could be refined for a more academic tone. For example, *“Another advantage of homework is that it prompts parent involvement”* could be revised to *“Parental engagement in homework contributes to student academic success and reinforces learning beyond the classroom.”* The

essay's thematic development is logically structured, beginning with a general introduction to the topic, followed by specific discussions on the benefits of homework (academic, developmental, and parental involvement), drawbacks (stress, inequality, and ineffective assignments), and solutions (balanced homework policies), concluding with a reinforcement of the need for balance. There are no abrupt shifts in argumentation. The conclusion could be strengthened by reinforcing the argument with a broader perspective, such as *"Striking a balance in homework policies not only benefits students but also aligns with global educational best practices."*

The essay demonstrates a strong command of vocabulary, avoiding excessive repetition while maintaining consistency in meaning. Synonyms are effectively employed to prevent redundancy; for example, *"homework"* is occasionally replaced with *"assignments"*, *"benefits"* with *"advantages"*, *"drawbacks"* with *"disadvantages"* or *"concerns"*, and *"stress"* with *"anxiety"*, *"fatigue"*, or *"mental strain"*. The frequent use of *"homework"* is appropriate given its centrality to the topic, ensuring readability rather than unnecessary variation. The vocabulary is generally appropriate for academic discussion, characterized by clarity and precision. However, certain phrases could be further refined for enhanced academic rigor. For instance, *"striking a balance"* could be replaced with a more formal alternative. The essay also demonstrates effective use of discipline-specific terminology, incorporating educational terms such as *"assessments"*, *"learning objectives"*, and *"self-discipline"*, as well as psychological terms like *"stress"* and *"anxiety"*. This use of domain-specific vocabulary enhances the credibility of the discussion while remaining accessible to a broader audience beyond the educational field. The essay appropriately avoids casual expressions and contractions, maintaining an academic tone throughout.

Close-ended Prompt

The essay generated by the close-ended prompt demonstrates a range of grammatical structures, including simple, compound, complex, and compound-complex sentences. Both active and passive voices are employed which is similar to what Fitria (2023) found in her study. There is a predominant use of the active voice, which is preferred for the directness (Gratzer, 2024) and engagement of arguments. The passive voice was selectively utilized to emphasize research findings or depersonalize statements. To maintain clarity and conciseness, it is recommended to minimize unnecessary passive constructions (Tikhonova et al., 2024) unless depersonalization is essential. The essay effectively incorporates modal verbs (e.g., *should*, *can*, *may*) and hedging expressions (e.g., *suggests*, *indicates*, *appears*, *likely*) to maintain academic caution and avoid overgeneralization. For instance, the statement *"Schools should implement a homework limit to ensure that assignments remain beneficial"* conveys a recommendation rather than an absolute assertion. Similarly, hedging expressions, as seen in *"Studies indicate that beyond a certain point, additional homework does not significantly improve academic performance,"* contribute to scholarly caution by acknowledging potential limitations in research. Several areas in the essay could be refined for improved formality and precision. For example, the sentence *"Studies indicate that excessive homework does not significantly improve academic performance"* could be revised to *"Empirical research confirms that excessive homework yields diminishing academic returns,"* enhancing both specificity and academic rigor. The essay employs both first and second conditionals to discuss hypothetical and real-world implications. First conditionals, such as *"If schools fail to regulate homework, students may experience academic burnout,"* establish cause-and-effect relationships. Second conditionals, as exemplified in *"If excessive homework were eliminated, students would have*

more opportunities for holistic development,” underscore potential long-term benefits. However, the essay would benefit from greater use of inversion to enhance formal academic style. Parallelism is well-maintained in lists and arguments, contributing to coherence and readability. For instance, the phrase “Students also need time to develop interpersonal skills, creativity, and physical health” maintains parallel structure. A more refined version for consistency would be: “Students need time to develop interpersonal skills, nurture creativity, and maintain physical health.”

The essay employs discourse markers effectively to guide readers through arguments. Additive transitions such as “Moreover” and “Additionally”, as well as contrastive transitions like “However,” are used to introduce opposing viewpoints. However, the overuse of common transitions should be mitigated to enhance lexical variety. Alternative expressions such as “Beyond this” or “Another key aspect” could be considered to reduce redundancy. Structurally, the essay follows a clear argumentative framework, including an introduction, supporting arguments, counterarguments, balanced solutions, and a conclusion. Thematic progression is largely effective, with each paragraph expanding upon the previous argument. For example, in the passage: “One of the strongest arguments in favor of limiting homework is its impact on student well-being. Research has shown that excessive homework contributes to stress, anxiety, and sleep deprivation, particularly among high-achieving students,” the second sentence logically builds upon the first by providing supporting evidence, ensuring smooth thematic progression. However, some sections could benefit from stronger explicit links between ideas. For instance, the transition between student well-being and educational equity is somewhat abrupt: “Another reason schools should regulate homework is to ensure equity among students. Not all students have the same access to resources and support at home.” A more seamless transition would be: “Beyond individual well-being, excessive homework also exacerbates educational inequalities. Not all students have the same access to resources and support at home.” This revision explicitly connects the previous argument to the subsequent one. The essay generally adheres to the topic sentence-explanation-evidence-implication structure, ensuring clarity and coherence. A well-structured paragraph example includes: “One of the strongest arguments in favor of limiting homework is its impact on student well-being. Research has shown that excessive homework contributes to stress, anxiety, and sleep deprivation, particularly among high-achieving students. A study conducted by Stanford University found that students who receive more than two hours of homework per night experience increased stress levels, leading to negative effects on their mental health. By implementing a homework limit, schools can help students maintain a healthier balance between academic responsibilities and personal well-being.” This paragraph is effective because the topic sentence introduces the main idea, the explanation elaborates on the argument, the evidence supports the claim, and the implication reinforces the broader argument. Some concluding sentences could be strengthened to reinforce their role within the overall argument. For example, the weak concluding sentence “Setting a reasonable limit can help create a more level playing field” lacks specificity and impact. A more robust alternative would be: “By establishing homework limits, schools can prevent systemic disparities from widening, ensuring a fairer academic environment for all students.” This revision emphasizes the long-term implications of the argument. The essay maintains cohesion through the repetition of key terms such as “homework” and “students,” while also incorporating synonyms and reformulations to avoid redundancy. However, certain phrases could be revised for greater lexical variety. For example, “Excessive homework contributes to stress, anxiety, and sleep deprivation. By limiting homework, students can reduce the negative effects of excessive

homework” contains repetitive wording. A more refined version could be: “Excessive homework contributes to stress, anxiety, and sleep deprivation. Implementing reasonable homework limits can mitigate these adverse effects, promoting student well-being.”

Regarding lexical resource, the essay employs academic and persuasive language to support claims. Effective word choices include: “Research has shown that excessive homework contributes to stress, anxiety, and sleep deprivation” and “A structured homework limit would prevent stress and burnout while ensuring that assignments remain meaningful and beneficial to learning.” Phrases such as “excessive homework,” “structured homework limit,” and “meaningful and beneficial” contribute to an objective and analytical tone. Some expressions could be refined for greater academic precision. For instance, “Students also need time to develop interpersonal skills, creativity, and physical health” is somewhat generic. A more precise revision would be: “Students require opportunities to cultivate interpersonal skills, nurture creativity, and maintain physical well-being.” The substitution of “require opportunities” and “cultivate” enhances formality and specificity. The essay demonstrates commendable lexical variety by incorporating synonyms and paraphrases to avoid redundancy. Examples of effective lexical variety include: “Excessive homework contributes to stress, anxiety, and sleep deprivation” (utilizing a list format to diversify descriptions of effects) and “Limiting homework allows students to engage in other important aspects of their development, such as extracurricular activities, social interactions, and family time” (listing diverse activities for variety). While the essay generally employs appropriate terminology, some words could be more precise to enhance clarity. For example, the phrase “structured homework limit” is vague. A more precise revision would be: “Schools should establish evidence-based homework guidelines to mitigate student stress and burnout.” This revision enhances specificity and conveys a stronger sense of authority.

Role-based Prompt

The essay generated by the role-based prompt demonstrates well-formed sentences, incorporating a mix of simple, compound, and complex structures that enhance readability. The sentences are grammatically accurate, varied, and logically structured. However, some longer sentences could be segmented to improve clarity, particularly in denser sections. For instance, consider the following example: *"Studies have also shown diminishing returns: after a certain threshold—often cited as 10 minutes per grade level per night—additional homework does not significantly improve learning outcomes (Cooper, Robinson, & Patall, 2006)."* To enhance readability, this could be divided into two sentences to emphasize the key point more clearly. The essay employs academic and precise vocabulary, which strengthens the argument. However, certain phrases could be refined for conciseness to improve readability. For example: *"A rigid homework system that penalizes students for incomplete assignments can reinforce existing educational inequalities."* A more direct phrasing would be: *"A rigid homework system that penalizes students can deepen educational inequalities."* This revision preserves the intended meaning while enhancing clarity and impact. There are no subject-verb agreement errors. However, in some cases, the distance between the subject and verb makes the sentence more complex to process. For example: *"A well-rounded education extends beyond academics. Excessive homework reduces students' time for extracurricular activities, family interactions, and adequate rest—essential components of their overall development."* Here, the subject "homework" is somewhat distant from the verb "reduces," which may momentarily hinder comprehension. A revised version that enhances clarity

would

be:

"Excessive homework takes away valuable time needed for extracurricular activities, family interactions, and rest—essential for students' overall development." The essay demonstrates proper use of prepositions and articles. However, some articles could be omitted to enhance conciseness. For example: *"By making homework more flexible and supportive, rather than mandatory and punitive, educators can foster a learning environment that encourages growth rather than compliance."* A more concise revision would be: *"By making homework flexible and supportive instead of punitive, educators can foster a learning environment that encourages growth over compliance."* The predominant use of active voice strengthens the argument, making it more direct and engaging. However, a few sentences could be revised from passive to active voice for greater clarity and impact. For instance: *"Homework should not be used as a measure of discipline."* A more assertive and direct revision would be: *"Teachers should not use homework as a form of discipline."*

The essay demonstrates strong coherence and cohesion, effectively using logical connectors ("however," "moreover") and cohesive devices (e.g., "this approach"). However, transitions between sections—particularly from academic benefits to student well-being and equity—are abrupt. Using explicit transitions like *"While academic reinforcement is important, excessive homework may come at the cost of students' mental well-being"* would enhance flow. Some sections overuse basic connectors, and counterarguments appear isolated before refutation, making them feel disconnected; weaving them into the argument would create a more seamless discussion. Lexical resource is strong, with precise academic vocabulary such as "reinforce," "equity," and "holistic development." However, wordy expressions reduce readability, e.g., *"A rigid homework system that penalizes students for incomplete assignments can reinforce existing educational inequalities"* could be *"A rigid homework system deepens educational inequalities."* The essay avoids weak verbs, using stronger ones like "restricts," "fosters," and "enhances," though some sentences could be reworded for greater impact, e.g., *"Homework should not be used as a measure of discipline"* is better as *"Teachers should not assign homework as a disciplinary measure."* Additionally, some phrases could be more natural, such as *"Homework takes away valuable time needed for extracurricular activities, family interactions, and rest"* being refined to *"Excessive homework encroaches on time essential for extracurriculars, family bonding, and rest, all vital for students' holistic development."*

Iterative Prompt

When the first three prompts were used, ChatGPT generated output in the form of bullet points rather than a structured argumentative essay. All generated output prior iterative prompt can be found in the Appendix. Consequently, an iterative prompt was introduced to specify that the output should be formatted as an argumentative essay. ChatGPT promptly adjusted its response to align with this requirement. This demonstrates that the initial output may not always meet the intended expectations, necessitating iterative prompts to refine and guide the language model toward producing the desired result.

Discussion

The findings indicate that open-ended and closed-ended prompts produced essays with similar linguistic structures. In contrast, the role-based prompt led to the inclusion of research articles, even though such inclusion was not explicitly requested. While some of these references were based on actual research, not all of the information provided was accurate. This aligns with the findings of Bhattacharyya et al. (2023), who observed inconsistencies in ChatGPT-generated references, with 46% being authentic but inaccurate. Their study further highlighted that the

likelihood of fabricated references varied depending on the prompt type, though the frequency of authentic and accurate citations remained consistently low across all cases.

Moreover, the essays generated by ChatGPT demonstrated strong cohesion and coherence, often surpassing the quality of many human-written essays—an observation consistent with the results reported by Ismail (2023). The structural organization of the essays was also well-executed, featuring a logical sequence of ideas, clear main and supporting sentences, and well-formulated conclusions, aligning with the findings of Fitria (2023). Furthermore, contrary to the claims of Herbold et al. (2023), this study found a balanced presence of both discourse and epistemic markers. However, in agreement with Herbold et al., the analysis revealed that ChatGPT-generated texts exhibited considerable lexical diversity and a high degree of nominalization.

Finally, this study underscores the significance of iterative prompting in obtaining the desired output. Across all three prompt types—open-ended, closed-ended, and role-based—the initial responses were structured as bullet points rather than full-length argumentative essays. Only when explicitly prompted did ChatGPT produce more comprehensive and structured responses, highlighting the necessity of refining prompt strategies to achieve the intended output.

Conclusion

AI-based technologies, including ChatGPT, are rapidly evolving, and in the coming years, advancements in natural language processing (NLP) are expected to significantly enhance their ability to understand the nuances of human language and generate more accurate outputs (Maurya, 2024). This study contributes to the existing body of knowledge by examining different prompt types in ChatGPT. As the capabilities of ChatGPT continue to evolve, it becomes increasingly important to equip both students and educators with the necessary knowledge and skills to effectively navigate and utilize this LLM for academic and writing development.

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