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Enhancing Spontaneous Arabic Speaking through Task-Based Interaction: A Classroom Study at an Islamic University

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Task-based interaction.

Abstract

Spontaneous Arabic speaking remains a major challenge for university students because many learners understand grammatical rules and memorize dialogues but still hesitate to produce Arabic orally in unscripted interaction. This study examined how task-based interaction supported the development of spontaneous Arabic speaking among students at Universitas Islam Internasional Darullughah Wadda'wah. The study employed a mixed-methods classroom intervention using a one-group pre-test and post-test design. Thirty undergraduate students of Arabic language education participated in an eight-week intervention. Quantitative data were collected through pre-test and post-test speaking assessments, while qualitative data were obtained through classroom observations, field notes, and semi-structured interviews. The results showed that the students' mean speaking score increased from 60.60 to 78.90. Improvements occurred in fluency, accuracy, vocabulary use, pronunciation, and interactional responsiveness, with the highest gain found in interactional responsiveness. A paired-sample *t*-test indicated a statistically significant within-group improvement, $t(29) = 13.42$, $p < .001$, with a large effect size, Cohen's $d = 2.45$. Qualitative findings showed that task-based interaction reduced students' dependence on memorized dialogues, increased confidence, accelerated vocabulary activation, and encouraged meaningful peer communication. However, because the study used only one group without a control condition, the findings cannot establish a definitive causal relationship and should be generalized cautiously. This study contributes to Arabic language pedagogy by positioning spontaneous speaking as a specific dimension of *mahārah al-kalām*, particularly in immediate response, turn-taking, repair strategies, lexical activation, and interactional courage.

Kata kunci
Interaksi berbasis tugas;
Kalam spontan;
Mahārah al-kalām;
Pembelajaran bahasa Arab;

Abstrak

Kemampuan berbicara bahasa Arab secara spontan masih menjadi tantangan utama bagi mahasiswa karena banyak pembelajar mampu memahami kaidah gramatikal dan menghafal dialog, tetapi masih ragu ketika harus memproduksi ujaran bahasa Arab dalam interaksi tanpa persiapan. Penelitian ini mengkaji bagaimana interaksi berbasis tugas mendukung pengembangan kemampuan berbicara bahasa Arab secara

Responsivitas interaksional.

spontan pada mahasiswa Universitas Islam Internasional Darullughah Wadda'wah. Penelitian menggunakan intervensi kelas dengan metode campuran dan desain satu kelompok *pre-test* dan *post-test*. Sebanyak 30 mahasiswa Program Studi Pendidikan Bahasa Arab mengikuti intervensi selama delapan minggu. Data kuantitatif dikumpulkan melalui tes berbicara sebelum dan sesudah intervensi, sedangkan data kualitatif diperoleh melalui observasi kelas, catatan lapangan, dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa skor rata-rata kemampuan berbicara mahasiswa meningkat dari 60,60 menjadi 78,90. Peningkatan terjadi pada aspek kelancaran, ketepatan, penggunaan kosakata, pelafalan, dan responsivitas interaksional, dengan peningkatan tertinggi pada aspek responsivitas interaksional. Uji *paired-sample t-test* menunjukkan peningkatan dalam kelompok yang signifikan secara statistik, $t(29) = 13{,}42$, $p < 0{,}001$, dengan ukuran efek yang besar, Cohen's $d = 2{,}45$. Temuan kualitatif menunjukkan bahwa interaksi berbasis tugas mengurangi ketergantungan mahasiswa pada dialog hafalan, meningkatkan kepercayaan diri, mempercepat aktivasi kosakata, dan mendorong komunikasi teman sebaya yang bermakna. Namun, penggunaan satu kelompok tanpa kelompok kontrol membatasi penarikan hubungan kausal dan generalisasi temuan. Penelitian ini berkontribusi terhadap pedagogi bahasa Arab dengan menempatkan kemampuan berbicara spontan sebagai dimensi khusus *mahārah al-kalām*, terutama dalam respons langsung, pergantian giliran bicara, strategi perbaikan ujaran, aktivasi leksikal, dan keberanian interaksional.

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INTRODUCTION

Arabic speaking ability, commonly conceptualized as *mahārah al-kalām*, occupies a central position in Arabic language education because it reflects learners' ability to transform linguistic knowledge into meaningful oral communication (Husein et al., 2026; Syakur et al., 2026). In Islamic higher education, Arabic speaking is not merely a classroom skill but also a means of accessing Islamic scholarship, participating in academic discussions, understanding religious discourse, and developing communicative confidence (Julianti et al., 2022; Mahmudah et al., 2026; Munir et al., 2023). Nevertheless, knowledge of grammatical rules, vocabulary, and memorized dialogues does not automatically enable learners to speak spontaneously. Sugirma et al. (2024), for example, found that students in an Arabic Language Education program continued to experience difficulties in vocabulary use, sentence construction, pronunciation, and understanding their interlocutors. Similarly, Wahyuni et al. (2023),

through a systematic review of Arabic listening and speaking instruction, emphasized that learners' oral development is strongly influenced by the instructional methods and opportunities provided for active language use. These difficulties are particularly relevant to Universitas Islam Internasional Darullughah Wadda'wah, where students learn Arabic within both university and pesantren-based environments but are still required to move beyond grammatical knowledge and prepared dialogues toward immediate, unscripted, and responsive communication.

At the university level, students are expected to move beyond controlled drills and memorized dialogues toward authentic, responsive, and interactional speech. In this study, spontaneous Arabic speaking is defined as the ability to produce meaningful Arabic utterances without excessive dependence on written scripts, memorized answers, or lecturer prompting. It is operationalized through five dimensions assessed by the speaking rubric: fluency, accuracy, vocabulary use, pronunciation, and interactional responsiveness. Interactional responsiveness is treated as a holistic score representing students' ability to respond promptly, initiate and sustain speaking turns, ask and answer questions, request clarification, repair incomplete utterances, and maintain peer interaction. These observable behaviors are considered collectively rather than scored as separate subscales. Research on second-language speech indicates that task type and proficiency influence pausing patterns and oral fluency (Huensch, 2023; Peltonen et al., 2025), while speaking anxiety and task complexity can affect fluency, accuracy, vocabulary use, pronunciation, and comprehensibility (Daflizar, 2024; Mora et al., 2024; Syaheed & Salam, 2026). Interactive task timing may also influence vocabulary activation and coordination during meaningful communication (Suzuki et al., 2025; Zarkasi, 2025). Therefore, spontaneous speaking in this study is understood not as error-free oral production, but as the ability to mobilize available linguistic resources rapidly and sustain meaningful communication under unscripted conditions.

In many Arabic classrooms, however, speaking instruction is still dominated by prepared performance, repetition of model sentences, grammar-based explanation, or teacher-led question-and-answer patterns. These practices are useful for introducing linguistic forms, but they do not always provide sufficient opportunities for learners to produce unscripted Arabic in meaningful interaction. As a result, students may know

what to say in written form but hesitate when they must respond orally and immediately. This gap between linguistic knowledge and spontaneous oral performance suggests the need for a pedagogical approach that places learners in communicative situations where language is used to solve problems, exchange information, complete tasks, and interact with peers.

Task-Based Language Teaching (TBLT) offers a relevant framework for addressing this issue. TBLT views communicative tasks as the central unit of instruction, emphasizing meaning-focused language use, goal-oriented activity, learner interaction, and communicative outcomes (Spada, 2022; Teng et al., 2025). In task-based learning, students are not only asked to practice isolated linguistic forms but are encouraged to use the target language to accomplish meaningful purposes. Tasks such as information-gap activities, role plays, peer interviews, problem-solving discussions, storytelling, situation-based dialogue, and collaborative reporting can create conditions in which learners need to speak, listen, negotiate, and respond. Recent discussions in TBLT also stress the importance of connecting task design with learners' real communicative needs, learning contexts, and proficiency levels (Gilabert, 2023; Kim & Namkung, 2024).

Empirical studies have increasingly shown that task-based instruction can improve speaking performance, classroom participation, motivation, and communicative confidence. In English language learning contexts, TBLT has been found to support learners' speaking skills by providing structured but meaningful opportunities for oral production (Azizifard, 2024; Hibatulloh et al., 2024; Lume & Hisbullah, 2022; Nugrahaeni, 2022; Prianty et al., 2022; Wulaningsih et al., 2025). Task repetition and collaborative oral tasks have also been reported to reduce anxiety and strengthen learners' readiness to speak, especially when students are allowed to repeat, refine, and negotiate their utterances with peers (Aramaki, 2024; Çolak, 2024). These findings suggest that task-based interaction can create a supportive environment for students to develop oral fluency gradually without separating accuracy from communication.

Therefore, this study examines task-based interaction and spontaneous Arabic speaking among students at Universitas Islam Internasional Darullughah Wadda'wah. It investigates changes in students' overall speaking performance and in five assessed dimensions: fluency, accuracy, vocabulary use, pronunciation, and interactional

responsiveness. It also explores students' experiences of participating in meaningful and unscripted Arabic interaction within an Islamic university and pesantren-based learning environment. Accordingly, the study addresses the following research questions: To what extent do students' spontaneous Arabic speaking scores differ before and after the eight-week task-based interaction? What changes occur in fluency, accuracy, vocabulary use, pronunciation, and interactional responsiveness? How do students experience task-based interaction in relation to confidence, vocabulary activation, dependence on memorized dialogues, and peer communication?

METHOD

This study employed a mixed-methods classroom intervention using a one-group pre-test and post-test design. The quantitative component examined within-group changes in students' spontaneous Arabic speaking scores before and after the eight-week task-based interaction, while the qualitative component explored students' interactional behavior, confidence, and experiences during the speaking tasks. Because the study did not include a comparison group, the observed changes cannot be attributed exclusively to the intervention. Testing effects, increasing familiarity with the speaking tasks, maturation, and other learning experiences during the course may also have influenced the results. Therefore, the findings are interpreted as changes associated with participation in task-based interaction rather than definitive evidence of a causal effect. The qualitative data were used to explain and contextualize the score changes, but not to eliminate these threats to internal validity. This mixed-methods approach was selected to provide a more comprehensive account of both measurable speaking development and students' classroom experiences (Creswell & Creswell, 2023).

The study was conducted at Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa), Pasuruan, Indonesia, and involved 30 male undergraduate students enrolled in the Arabic Language Education program. All participants were 20 years old and had an intermediate level of Arabic proficiency based on an institutional assessment. Sufficient learning experience was defined as having completed at least one semester of formal Arabic instruction and being actively involved in an Arabic speaking course. The participants were purposively selected from eligible students according to

these criteria rather than treated as an intact class. All 30 students participated in the eight-week task-based interaction program, including the pre-test, classroom intervention, observation, post-test, and semi-structured interviews.

The intervention was conducted over eight weeks through 24 sessions, with three sessions held each week. It was based on Task-Based Language Teaching, which emphasizes meaningful language use and tasks suited to learners' communicative needs (Gilabert, 2023; Spada, 2022). During Weeks 1–2, students completed information-gap activities and peer interviews to develop direct responses, question formation, and vocabulary activation. Weeks 3–4 focused on role plays and spontaneous question-and-answer activities to strengthen turn-taking, response immediacy, and clarification strategies. In Weeks 5–6, problem-solving discussions and storytelling were used to help students sustain interaction, negotiate meaning, and repair incomplete utterances. Weeks 7–8 involved short oral reports and integrated communicative tasks targeting fluency, confidence, and spontaneous peer communication. All sessions were taught by the researcher using a consistent task sequence and lesson procedure. Because the researcher also served as the instructor, standardized activities, independent speaking raters, and triangulation of test, observation, and interview data were used to reduce potential bias.

The learning procedure consisted of three stages: pre-task, task cycle, and language focus. In the pre-task stage, the lecturer introduced the topic, activated relevant vocabulary, and explained the communicative goal. During the task cycle, students interacted in pairs or small groups to complete the task using Arabic. In the language-focus stage, the lecturer provided feedback on vocabulary, sentence structure, pronunciation, fluency, and interactional strategies. Teng et al. (2025) emphasize that communicative and task-based instruction can increase learner participation and provide more opportunities for meaningful oral production.

The main instrument was a spontaneous Arabic speaking test administered before and after the intervention. To ensure comparable difficulty, the pre-test and post-test used different but parallel prompts that were reviewed by two Arabic language teaching experts in terms of topic familiarity, lexical demand, grammatical complexity, and interactional requirements. Each assessment included a brief individual response

followed by an unscripted peer interaction, allowing students to respond, initiate turns, ask questions, request clarification, repair incomplete utterances, and sustain communication. Performance was assessed analytically across five components: fluency, accuracy, vocabulary use, pronunciation, and interactional responsiveness. Each component was scored from 0 to 20, producing a maximum total score of 100. Interactional responsiveness was evaluated holistically based on response immediacy, turn-taking, clarification, repair strategies, and maintenance of interaction.

In addition to speaking tests, this study used classroom observation, field notes, and semi-structured interviews. Observation focused on students' participation, turn-taking, hesitation, peer support, repair strategies, and willingness to initiate speech. Interviews were conducted after the intervention to identify students' perceptions of task-based interaction and its influence on their spontaneous speaking confidence. Braun and Clarke (2022) explain that thematic analysis is useful for identifying repeated patterns in qualitative data; therefore, the interview and observation data were analyzed through coding, theme development, and interpretation.

The quantitative analysis compared students' pre-test and post-test speaking scores. Normality was examined using the Shapiro–Wilk test on the paired difference scores. The result indicated that the difference scores did not significantly deviate from a normal distribution, $W = .97$, $p = .53$; therefore, a paired-sample t-test was employed. The analysis included the mean, standard deviation, mean gain, and statistical significance of the within-participant score change. The effect size was calculated as Cohen's d_z by dividing the mean difference by the standard deviation of the paired difference scores, which is equivalent to $t/\sqrt{n}$. The analysis yielded Cohen's $d_z = 2.45$, indicating a large within-group standardized change. However, because the study did not include a comparison group, this effect size represents the magnitude of the pre-test–post-test difference and should not be interpreted as definitive evidence that the intervention alone caused the improvement.

The study received institutional permission from Universitas Islam Internasional Darullughah Wadda'wah before data collection. Written informed consent was obtained from all participants after they received clear information regarding the research objectives, procedures, and use of the collected data. Participation was voluntary, and

students were informed of their right to withdraw from the study at any stage without academic consequences. Participants' identities were anonymized, all information was treated confidentially, and audio recordings were used solely for academic analysis.

RESULTS AND DISCUSSION

The results indicate that task-based interaction improved students' spontaneous Arabic speaking performance. Before the intervention, most students were able to answer simple questions but still depended heavily on memorized expressions, short responses, and lecturer prompts. After the intervention, students showed better fluency, more varied vocabulary, clearer pronunciation, and stronger willingness to respond without written preparation.

Table 1. Students' Spontaneous Arabic Speaking Scores Before and After Task-Based Interaction

Test	N	Mean	SD	Minimum	Maximum
Pre-test	30	60.60	6.72	48	73
Post-test	30	78.90	6.18	66	90
Gain score	30	18.30	5.04	9	28

The mean score increased from 60.60 in the pre-test to 78.90 in the post-test, with an average gain of 18.30 points. This improvement suggests that the students became more capable of producing Arabic orally in spontaneous interaction. The improvement was not only visible in the total score but also in each speaking component.

Table 2. Improvement in Spontaneous Arabic Speaking Components

Speaking Component	Pre-test Mean	Post-test Mean	Gain
Fluency	12.10	16.07	3.97
Accuracy	11.80	15.20	3.40
Vocabulary use	12.40	16.13	3.73
Pronunciation	12.90	15.53	2.63
Interactional responsiveness	11.40	15.97	4.57

Descriptively, interactional responsiveness showed the largest gain, followed by fluency and vocabulary use, while pronunciation showed the smallest gain. However,

because no component-level inferential tests were conducted, these differences should not be interpreted as statistically significant. The pattern may indicate that the task-based activities provided more opportunities for students to respond to peers, initiate turns, request clarification, and sustain interaction. The smaller gains in accuracy and pronunciation may reflect the greater difficulty of stabilizing linguistic form during real-time communication, although this interpretation requires further investigation.

A paired-sample *t*-test was conducted to compare students' pre-test and post-test spontaneous Arabic speaking scores. Based on a mean gain of 18.30, a standard deviation of the paired differences of 5.04, and 30 participants, the analysis showed a statistically significant within-group increase, $t(29) = 19.89$, $p < .001$. The effect size, calculated as Cohen's d_z by dividing the mean difference by the standard deviation of the paired differences, was 3.63, indicating a very large standardized within-group change. However, because the study employed a one-group design without a comparison condition, this result should not be interpreted as evidence that task-based interaction alone caused the improvement. Testing effects, task familiarity, maturation, and other learning experiences during the eight-week period may also have contributed to the score change.

Classroom observation also supported the quantitative findings. During the first meetings, students often paused for a long time, looked at their notes, or switched into Indonesian when they could not continue their Arabic utterances. In later meetings, they became more willing to use Arabic even with minor grammatical errors. They also began to use repair strategies such as repeating words, asking peers for vocabulary, rephrasing incomplete sentences, and using familiar expressions to maintain interaction.

The qualitative data revealed four main themes. First, task-based interaction reduced students' dependence on memorized dialogue. Second, peer-based tasks increased students' confidence because they could practice Arabic in a less threatening environment. Third, repeated interaction helped students activate vocabulary more quickly. Fourth, communicative tasks encouraged students to focus on meaning before form, making them more willing to speak spontaneously.

One student stated, "Before this activity, I usually waited for the lecturer's question. After practicing with friends, I became more confident to answer directly in

Arabic." Another student explained, "The tasks helped me remember vocabulary faster because I had to use the words in conversation rather than only memorize them." In contrast, another participant expressed a more cautious experience: "I still experienced difficulties because the tasks sometimes felt like a burden and an obligation. I still needed gradual guidance. However, this approach helped my confidence grow little by little, like climbing a staircase one step at a time." This contrasting account indicates that task-based interaction was not experienced uniformly by all students. Although some participants reported greater confidence and faster vocabulary activation, others still required gradual guidance to manage task demands and participate spontaneously. The interviews were conducted in Indonesian, and the quotations were translated into English by the researchers with minor linguistic adjustments for readability without altering the participants' intended meanings.

The findings indicate a substantial within-group increase in students' spontaneous Arabic speaking scores after the eight-week task-based interaction program. This pattern is consistent with Teng et al. (2025), who argue that communicative and task-based instruction creates meaningful opportunities for learners to use language for interaction rather than merely as a grammatical exercise. In the present study, the tasks required students to respond to peers, negotiate meaning, and complete communicative goals in Arabic, which may have supported gains in fluency, vocabulary use, and interactional responsiveness. However, the improvement cannot be attributed exclusively to the intervention. Testing effects, increasing familiarity with the speaking prompts, maturation, concurrent learning experiences, and the novelty of the activities may also have contributed to the score changes. In addition, because the researcher taught the intervention, students' participation and responses may have been influenced by instructor expectations. The observation and interview findings provide contextual support for the quantitative changes, but they do not eliminate these alternative explanations. Therefore, the results are best interpreted as evidence of speaking development associated with participation in task-based interaction rather than as definitive proof of a causal treatment effect.

The improvement also supports the systematic review by Guo et al. (2025), which found that TBLT contributes positively to speaking proficiency through meaningful

interaction, learner engagement, and socio-affective support. Similar to previous TBLT studies, the present research shows that speaking development is not produced only by teacher explanation, but by repeated opportunities to use language in real communicative situations. This is important in Arabic learning because many students may understand grammatical rules but still hesitate when they have to speak spontaneously. Therefore, task-based interaction functions as a bridge between linguistic knowledge and actual oral production.

The strongest improvement appeared in interactional responsiveness. This finding suggests that students did not merely improve in producing isolated Arabic sentences; they became more responsive in turn-taking, asking questions, answering peer prompts, and repairing incomplete utterances. This result is supported by Huensch (2023), who explains that speaking tasks influence pausing patterns and real-time speech production. Peltonen et al. (2025) also show that task mode, especially dialogic interaction, affects L2 fluency. In relation to this study, pair and group tasks gave students more dialogic opportunities, allowing them to process input, retrieve vocabulary, and produce oral responses more naturally.

In the Arabic learning context, the findings are consistent with Kosim et al. (2024), who reported that TBLT improved Arabic language learning outcomes, including *kalām*, because learners were involved in meaningful task completion. Maghfiroh et al. (2025) also found that task-based instruction improved Arabic speaking skills by encouraging students to use Arabic actively in communicative classroom activities. The present study extends these findings by focusing more specifically on spontaneous Arabic speaking, not only general speaking achievement. Thus, the novelty of this study lies in its attention to immediate response, lexical activation, turn-taking, and communicative courage in Arabic oral interaction.

The increase in fluency and vocabulary use shows that task-based interaction helped students activate Arabic vocabulary more quickly. In traditional speaking instruction, vocabulary is often learned as a list of words; however, in task-based interaction, vocabulary is used to solve communicative problems. This finding is relevant to Wulaningsih (2025), who found that TBLT improved students' speaking skills in an Islamic boarding school context by making the learning process more

interactive and student-centered. In this study, students at Universitas Islam Internasional Darullughah Wadda'wah benefited from similar interactional conditions because Arabic speaking was practiced through peer interviews, role plays, problem-solving tasks, and short oral reports.

The relatively lower gain in accuracy and pronunciation compared with interactional responsiveness does not weaken the effectiveness of the intervention. Instead, it indicates that spontaneous speaking develops gradually. At the beginning of communicative practice, students tend to prioritize meaning, response, and participation before achieving full grammatical accuracy. This pattern is supported by Suzuki et al. (2025), who argue that open-ended speaking tasks allow learners to adjust messages according to their linguistic resources. Therefore, the language-focus stage remains important because it helps students refine grammar, pronunciation, and sentence structure after they have attempted meaningful communication.

The qualitative findings suggest that students generally felt less anxious and more willing to speak Arabic during pair and small-group tasks before participating in whole-class activities. Interview responses and classroom observations indicated that peer interaction allowed students to make mistakes, ask for assistance, and continue speaking with less hesitation. This interpretation is consistent with previous research identifying speaking anxiety as a barrier to Arabic oral performance (Achmad et al., 2025) and showing that structured speaking practice may support greater confidence among undergraduate learners (Gu et al., 2025). However, because no validated anxiety scale was administered before and after the intervention, these findings should be understood as students' reported perceptions and observed behavioral changes rather than evidence of a measured reduction in speaking anxiety.

Another important finding is that students became less dependent on memorized dialogues. This is pedagogically significant because spontaneous Arabic speaking requires the ability to produce utterances in unpredictable situations. Kim and Namkung (2024) argue that task-based learning should consider context, learner engagement, and interactional design. In this study, task design was adjusted to university students' communicative needs, such as introducing opinions, asking clarification, responding to

daily situations, and reporting short information. These tasks trained students to use Arabic as a tool for communication rather than as a text to be memorized.

The findings also relate to recent discussions on Arabic speaking instruction in Islamic higher education. Miswari et al. (2025) emphasize that communicative approaches can enhance Arabic speaking skills in Islamic university contexts when students are given active and contextual interaction. The present study confirms this argument within the context of Universitas Islam Internasional Darullughah Wadda'wah, where Arabic is not only an academic subject but also part of the pesantren-based language environment. Therefore, task-based interaction is particularly relevant because it supports the integration of classroom learning, communicative practice, and Arabic language culture.

Overall, this study strengthens previous research by showing that task-based interaction is effective for improving spontaneous Arabic speaking among university students. Compared with earlier studies that measured speaking skills broadly, this research highlights a more specific dimension of *mahārah al-kalām*: the ability to speak directly, respond naturally, negotiate meaning, and maintain interaction without written preparation. However, this study is limited by its small sample size and one-group design. Future studies should involve a control group, longer intervention, larger participants, and digital task-based interaction, such as AI voice assistants or online Arabic conversation partners, to examine whether spontaneous Arabic speaking can be developed more sustainably.

CONCLUSION

This study found that students' spontaneous Arabic speaking scores improved substantially after participating in the eight-week task-based interaction program. The improvement was reflected in the overall post-test scores and in the assessed dimensions of fluency, accuracy, vocabulary use, pronunciation, and interactional responsiveness. Classroom observations and interviews also indicated that students became more willing to respond directly in Arabic, less dependent on memorized dialogues, and more confident during peer interaction. These findings suggest that structured communicative tasks may support students in producing Arabic more

spontaneously through questioning, turn-taking, clarification, repair strategies, and sustained interaction.

However, the observed improvement cannot be attributed exclusively to task-based interaction because the study used a one-group pre-test and post-test design without a comparison group. Testing effects, task familiarity, maturation, concurrent learning experiences, and the researcher's role as instructor may also have influenced the results. Therefore, the findings should be interpreted as speaking development associated with participation in the intervention rather than definitive evidence of causation. Practically, university-level Arabic speaking instruction may benefit from combining grammatical and vocabulary instruction with structured tasks that provide repeated opportunities for real-time communication. Future research should employ comparison groups, larger and more diverse samples, longer interventions, and independent instructors to examine the contribution of task-based interaction more rigorously.

The theoretical novelty of this study lies in its emphasis on spontaneous Arabic speaking as a specific dimension of mahārah al-kalām, particularly in terms of immediate response, turn-taking, lexical activation, and interactional courage. Contextually, this research contributes to Arabic language pedagogy in an Islamic university and pesantren-based environment, where Arabic functions not only as an academic subject but also as a medium of religious, social, and intellectual communication. However, this study was limited to one class with a relatively small number of participants and without a control group. Future research may involve larger samples, longer interventions, comparative classroom designs, or the integration of digital tools such as AI voice assistants and online Arabic conversation platforms. In this direction, task-based interaction can become a promising model for building Arabic learners who are not only grammatically competent, but also confident, responsive, and spontaneous in real communication.

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