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Bridging Theory and Practice: The LI-Pro-LG Model for Enhancing Critical Reading and Thinking Skills

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DOI: 10.18355/XL.2026.19.01.20

Abstract

The present study investigates the effectiveness of the LI-Pro-LG learning model in enhancing critical thinking and reading comprehension among university students. The aim was to assess whether integrating literacy, problem-solving, and group learning techniques improves students' engagement with academic texts and fosters deeper cognitive processing. To achieve this, a mixed-methods approach was used, comprising pre- and post-assessment tests, classroom observations, interviews, and surveys. The results showed a significant improvement in students' critical thinking abilities, evidenced by an increase in average test scores from 63.2 to 81.7. Additionally, 87% of the students actively engaged in group discussions, and 92% reported that the learning activities encouraged deeper thinking. These findings suggest that the LI-Pro-LG model successfully enhances students' abilities to analyze, synthesize, and evaluate information, thereby promoting more meaningful learning. The study highlights the importance of integrating collaborative learning and problem-solving into literacy instruction and suggests that the model has broad potential for improving educational outcomes across diverse contexts.

Key words: LI-Pro-LG model, critical thinking, reading comprehension, collaborative learning, literacy development