

DERIVATIONAL AFFIXES IN POPE LEO XIV'S ADDRESS

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Abstract

This study examines Pope Leo XIV's Address of His Holiness to The College of Cardinals through a morphological lens, focusing on how derivational affixes shape the speech's formal and theological register. Using a descriptive qualitative method, the research identifies and classifies both class-changing and class-maintaining derivations based on noun, verb, adjective, and adverb patterns. The analysis finds that derivational suffixes like -tion, -ity, and -ly dominate the text, signaling a rhetorical reliance on abstract nouns and reflective adverbs. Prefixes such as co-, re-, and en- further emphasize theological cooperation, continuity, and divine action. Words like conversion, responsibility, and community not only carry structural significance but reflect the Church's ideological commitments. While limited to structural categorization, the study shows that affixation in ecclesiastical discourse serves both grammatical and doctrinal functions. Ultimately, the speech demonstrates how derivational morphology supports the creation of a dignified, authoritative, and spiritually resonant language.

Keywords:

Derivational, Morphology, Pope Leo XIV, Prefix and Suffix, Speech.

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INTRODUCTION

Sirbu (2015) emphasizes that language is the primary tool of communication among members of a society. It allows individuals to express thoughts, emotions, traditions, and cultural identity. The need to communicate gives rise to the emergence and development of language, which functions not only through speech but also in writing. Language is central to the continuity and cohesion of a community. It is influenced by, and also shapes, the society in which it exists. Speech represents the concrete, individual use of language in communication, while language itself is the abstract, systematic structure underlying it. As a multidisciplinary subject, the study of language intersects with fields like psychology, anthropology, and sociology, reflecting its deep connection with culture and human interaction.

As cited by Baderan et al. (2023), English plays a vital role in global communication. It not only connects people across nations but also supports both personal and professional development. Due to its significance, English has become a key subject of study around the world, including in Indonesia (Trully Wungow & Nitha Liando, 2022). As stated by Liando et al. (2022), English is widely used for communication across the globe. Liando and Lumettu (2017) emphasized that, "Without language, individuals would struggle to interact with one another, engage with one another, express empathy, and clarify crucial circumstances." English functions as a second language in many countries, enabling communication between non-native

speakers and travelers alike. However, learning English, especially speaking skills, remains a challenge for many students. According to Sekeon et al. (2022), "Students who are learning English claim to have trouble speaking or talking," which often leads to difficulties in achieving fluency (Pranoto et al., 2022).

In order to fully understand how language, particularly English, functions and evolves, it is important to explore its internal structure, especially how words are formed and modified through morphological processes. One of the key areas in linguistic analysis is morphology, the study of the internal structure of words and how they are formed. According to Katamba (1993), morphology explores the rules and processes involved in word formation, including the use of affixes. Derivational morphology, in particular, focuses on how new words are created by adding prefixes or suffixes that change the grammatical category or meaning of a base word. This process is essential not only for vocabulary expansion but also for understanding the stylistic and functional choices made in various texts, including political or religious speeches.

Understanding how derivational affixes function in actual language use provides valuable insight into both linguistic structure and rhetorical style. Therefore, this study focuses on analyzing the use of derivational affixes in Pope Leo XIV's Address of His Holiness to The College of Cardinals. The main objective is to identify the affixes used and determine the dominant types of derivational affixes found in the speech. Using a descriptive qualitative approach, the study draws data from the official transcript of the address accessed through a verified online source. By examining derivational affixes in a formal and religious context, the research aims to show how new words are formed and how affixation contributes to both meaning and rhetorical expression. This analysis not only enhances vocabulary knowledge but also improves linguistic competence, as understanding affixes allows readers to recognize shifts in word class and part of speech. Based on these considerations, the researcher conducts a study entitled "Derivational Affixes in Pope Leo XIV's Address."

LITERATURE REVIEW

Morphology

According to Christian (2020), morphology plays a vital role in linguistic studies, as it focuses on how words are formed and how their internal structures operate. Rather than being the most dominant linguistic branch, morphology is essential because it offers a foundation for understanding how words function within language. This understanding is crucial, as words act as connectors across other linguistic areas such as phonology, syntax, and semantics. Etymologically, the term morphology is rooted in the Greek words *morphe* (meaning "form" or "shape") and *logos* (meaning "study" or "knowledge"). In linguistic terms, morphology refers to the study of

grammatical elements that construct words, analyzing how these components develop and influence meaning. It explores how morphological processes, such as the addition of affixes, affect the structure and semantics of words. Although the term morphology may vary in definition depending on the discipline, within linguistics it specifically addresses word formation and the systematic changes that occur within word structures. This makes morphology a central tool in examining language complexity and transformation.

Morpheme

The concept of the morpheme has long been foundational in morphological analysis, yet its definition has been the subject of ongoing debate. Bolinger (1948) critiques Bloomfield's classical definition of the morpheme as "a linguistic form which bears no partial phonetic-semantic resemblance to any other form", and argues that such a rigid view oversimplifies the complex and fluid nature of meaning in language. He emphasizes that morphemes are not always easily separable based on clear phonetic or semantic boundaries. One of Bolinger's central arguments is that morphemes should not be defined solely by fixed meanings, but by their potential to enter into new combinations. In his words, "a morpheme is a least element that can enter into new combinations" (Bolinger, 1948, p. 21). This view shifts the focus from static meaning to linguistic productivity, acknowledging that meaning is often contextual and may evolve or fade over time. For example, while elements like *re-* in *rewrite* and *recall* carry a recognizable meaning for most speakers, the same prefix in *religion* or *repertory* no longer carries a clear meaning synchronically, and thus may not qualify as morphemes in the same way. Bolinger suggests that the meaning of a morpheme must be "proper," i.e., separable and recognized by the majority of contemporary speakers (p. 20). This highlights the importance of distinguishing between synchronically active morphemes and historical or etymological residues.

Furthermore, Bolinger proposes a reclassification of morphemes into:

1. Formatives, active elements in constituent analysis;
2. Residues, meaningful remnants not productive today;
3. Components, etymological elements from diachronic analysis.

This reconceptualization helps clarify ambiguities in determining whether a form like *cran-* in *cranberry* is a true morpheme or simply a historical residue. In Bolinger's framework, such forms would be excluded from morpheme status unless they show active usage and productivity in the language. Ultimately, Bolinger's analysis pushes for a more usage-based and speaker-centered definition of morphemes. Rather than rely solely on formal criteria or historical knowledge, he insists that synchrony, context, and speaker perception must guide how linguists identify and classify morphemes.

Affixes

Affixation is a morphological process in which an affix is added to a root or base, either at the beginning or the end of the word. When the affix is attached at the end, it is referred to as a suffix (e.g., *utter* + *-ance* = *utterance*), while an affix placed at the beginning is called a prefix (e.g., *in-* + *direct* = *indirect*). According to Wardhaugh (1977, p. 84), prefixes and suffixes are common types of affixes in English, which can be attached to base forms or combinations of morphemes. He further explains that English does not typically employ infixes, although certain irregular plural forms like *man* to *men* may resemble such structures. Generally, suffixes have the potential to change the grammatical category of a word, such as turning a verb into a noun, while prefixes rarely alter the word class. Katamba (2005, p. 38) defines affixes as morphemes that are added to a root, either before or after it. Supporting this, Plag (2003, p. 10) states that affixes are bound morphemes, meaning they cannot stand alone and must be attached to a root to convey meaning. For example, in the words *impolite*, *unhappy*, *impossible*, and *replay*, the elements *im-*, *un-*, and *re-* function as prefixes that modify the meaning of the root without changing its grammatical category. In contrast, suffixes such as *-s* in *kicks*, *-er* in *teacher*, *-ness* in *happiness*, and *-less* in *fearless* often both modify meaning and alter the grammatical role of the root. Based on these definitions and examples, affixes can be understood as key elements in word formation, contributing significantly to the richness and flexibility of language.

METHODS

This research uses a descriptive qualitative method. This method is applied to collect, classify, and analyze the data, and finally draw conclusions based on the analysis. The research is categorized as qualitative because the data are in the form of words rather than numbers. The source of the data is the official transcript of Pope Leo XIV's Address of His Holiness to The College of Cardinals, which is available on a verified website. There are two types of data sources used in this study. The primary data consist of the derivational affixes found directly in Pope Leo XIV's address. The secondary data refer to existing scholarly references or linguistic theories related to affixation and morphology.

As emphasized by Creswell (2018), qualitative research privileges depth over breadth, and the researcher becomes the primary instrument of interpretation. In alignment with that, this study does not seek to make broad generalizations, but rather to provide a focused linguistic analysis of how derivational affixes function within a highly formal and historically significant speech text. The address by Pope Leo XIV was selected because it reflects

structured, rhetorical, and ceremonial language that can reveal patterns of affix usage within formal ecclesiastical discourse.

In analyzing the derivational affixes found in the transcript, the researcher follows several steps: observing and identifying relevant words from the official transcript; classifying the words that contain derivational affixes; organizing and validating the collected data; describing and discussing the types and functions of each derivational affix found; and finally, drawing conclusions based on the findings.

RESULTS

After analysing the object of this research, the researcher collected the data from the official transcript of Pope Leo XIV's Address of His Holiness to The College of Cardinals. The results of the analysis regarding the number of derivational prefix used in the speech are presented as follows:

Table 1. Number of Prefix

Prefix	Usage Count	Used in
ac-	2	accompany, accordance
co-	14	collaborator, collaborators, collegiality, commitment, community, cooperation, conversion, courageous, concretely, collegiality, contemporary, Christian, collegiality, cooperation
en-	11	encyclical, encounter, enthusiasm, enthusiastic, entrust, entrusted, entrusted, entrusted, entrust, encounter, encounter
ex-	1	exhortation
im-	1	important
in-	5	inauguration, inclusive, industrial, industrial, intelligence
mis-	1	missionary
re-	8	realities, recently, reflection, reflections, revolution, revolution, responsibilities, responsibility
un-	2	universal, unworthy
Total	45	

Based on the table above, a total of 9 different prefixes were identified in the text, with 45 total occurrences. The most frequently used prefix is *co-*, appearing 14 times in words such as *collaborator*, *collegiality*, *cooperation*, and *community*. This prefix generally conveys the meaning of "together" or "collective," which aligns well with the Pope's emphasis on collaboration and synodality in the Church. Other common prefixes include *en-* (11 times), as seen in *encounter*, *entrust*, and *enthusiastic*, and *re-* (8 times), found in *reflection*, *revolution*, and *responsibility*, which often convey repetition or a return to a previous state. Prefixes like *ac-*, *in-*, and *un-* appear moderately (2 to 5 times each), while *ex-*, *im-*, and *mis-* occur only once. This analysis shows that the prefix *co-* is the most dominant in the text.

Table 2. Number of Suffix

Suffix	Usage Count	Used in
-al	7	encyclical, essential, evangelical, industrial, proposal, proposals, universal
-ance	1	accordance
-ary	2	contemporary, missionary
-ence	3	defence, intelligence, providence
-er	4	encounter, minister, ministers, prayer

-ful	6	faithful, fruitful, merciful, mindful, merciful, joyful
-ian	2	christian, guardian
-ic	4	apostolic, authentic, enthusiastic, historic
-ity	10	collegiality, community, dignity, fraternity, humanity, minority, simplicity, synodality, university, variety
-ive	1	inclusive
-ly	10	abundantly, clearly, concretely, mainly, masterfully, mercifully, providentially, recently, sincerely, steadfastly
-ment	3	abandonment, commitment, commitment
-ness	2	closeness, fullness
-or	2	collaborator, predecessor
-ous	1	courageous
-sion	1	conversion
-tion	15	exhortation, affection, consolation, cooperation, dedication, inauguration, information, proclamation, reflection, reflections, revolution, revolution, salvation, suggestion, suggestions
Total	74	

From the table above, a total of 17 different suffixes used throughout the text, with a combined total of 74 occurrences. The most frequently used suffix is *-tion*, appearing 15 times in words such as exhortation, reflection, revolution, and salvation. This suffix typically forms abstract nouns from verbs and reflects actions, processes, or results, very fitting for the formal and reflective tone of a papal address. Next in frequency are *-ity* and *-ly*, each occurring 10 times. *-ity* is often used to create abstract nouns from adjectives (*dignity*, *simplicity*, *fraternity*), emphasizing qualities or conditions. *-ly* forms adverbs from adjectives, shaping the tone and attitude in expressions like clearly, sincerely, and providentially. Other notable suffixes include *-ful* (6 times), used to express full qualities (*faithful*, *fruitful*, *merciful*), and *-ic* (4 times), creating adjectives related to nature or quality (*apostolic*, *historic*). Less common suffixes like *-ance*, *-ive*, *-sion*, and *-ous* appear only once, but they still contribute to the richness and variation in tone and vocabulary across the speech.

DISCUSSION

Class-Maintaining Derivation

Noun Pattern

- a) "...and above all the entire Church with this spirit, with **enthusiasm**, but also with deep faith." (P1 L2)
Enthusiasm is formed by adding the suffix *-asm* to the noun *enthuse*. Since both forms are nouns, this is a class-maintaining derivation.
- b) "In these days, we have been able to see the beauty and feel the strength of this immense **community**..." (P10 L1)
Community is derived by attaching *-ity* to the noun *commune*. The word class remains unchanged, making it a class-maintaining derivation.

- c) "...in his historic **Encyclical** Rerum Novarum..." (P13 L2)
Encyclical comes from the noun *encyclique* with the addition of *-al*. Despite the suffix, both are nouns – thus, a class-maintaining derivation.
- d) "...the Church offers to everyone the **treasury** of her social..." (P13 L3)
Treasury is created by adding *-y* to the noun *treasure*. As the word class stays the same, this is a class-maintaining derivation.

Adjective Pattern

- a) "Beginning with Saint Peter and up to myself, his **unworthy** Successor..." (P8 L1)
Unworthy is formed by prefixing *un-* to the adjective *worthy*, resulting in a new adjective. As both base and derived forms remain adjectives, this is a class-maintaining derivation.

Class-Changing Derivation

Noun Derivational

- a) "In the first part of this meeting, there will be a short talk with some **reflections** that I would like to share with you." (P3 L1)
Reflection is derived by adding *-ion* to the verb *reflect*. This is a class-changing derivation, turning a verb into a noun.
- b) "But then there will be a second part, a bit like the **opportunity** that many of you had asked for..." (P3 L2)
Opportunity is formed by attaching *-ity* to the adjective *opportune*. The word becomes a noun, marking a class-changing derivation.
- c) "...a sort of dialogue with the College of Cardinals to hear what advice, **suggestions**, proposals, concrete things..." (P3 L2)
Suggestion results from adding *-ion* to the verb *suggest*. This is a class-changing derivation, shifting the word class to noun.
- d) "...what advice, suggestions, **proposals**, concrete things, which have already been discussed in the days leading up to the Conclave." (P3 L2)
Proposal is formed by attaching *-al* to the verb *propose*. The transformation from verb to noun classifies it as class-changing.
- e) "I greet all of you with **gratitude** for this meeting and for the days that preceded it." (P5 L1)
Gratitude comes from the adjective *grateful* plus the suffix *-tude*. This is a class-changing derivation, converting an adjective into a noun.
- f) "Days that were sad because of the loss of the Holy Father Pope Francis and demanding due to the **responsibilities** we confronted together..." (P5 L2)
Responsibility is formed by adding *-ity* to the adjective *responsible*. Since the result is a noun, this is a class-changing derivation.
- g) "...yet at the same time, in **accordance** with the promise Jesus himself made to us..." (P5 L2)
Accordance is derived by attaching *-ance* to the verb *accord*. The shift from verb to noun marks a class-changing derivation.
- h) "...days rich in grace and **consolation** in the Spirit (cf. Jn 14:25–27)." (P5 L2)
Consolation results from adding *-ion* to the verb *console*. The change in category to noun makes this a class-changing derivation.
- i) "You, dear Cardinals, are the closest **collaborators** of the Pope." (P6 L1)
Collaborator is formed by attaching *-or* to the verb *collaborate*. This creates a noun, qualifying as a class-changing derivation.

- j) "I know, before all else, that I can always count on his help, the help of the Lord, and through his grace and **providence**..." (P6 L4)
Providence comes from the verb *provide* with the suffix *-ence*. This is a class-changing derivation, shifting from verb to noun.
- k) "...on your **closeness** and that of so many of our brothers and sisters throughout the world who believe in God..." (P6 L4)
Closeness is formed by adding *-ness* to the adjective *close*. This is a class-changing derivation, converting an adjective into a noun.
- l) "...a stage in that long exodus through which the Lord continues to guide us towards the **fullness** of life." (P7 L1)
Fullness is derived by attaching *-ness* to the adjective *full*. The result is a noun, marking a class-changing derivation.
- m) "It has been clearly seen in the example of so many of my **Predecessors**..." (P8 L2)
Predecessor is created by adding *-or* to the verb *precede*. This verb-to-noun shift is a class-changing derivation.
- n) "...with his example of complete **dedication** to service and..." (P8 L2)
Dedication comes from the verb *dedicate* plus the suffix *-ion*. This is a class-changing derivation, producing a noun.
- o) "...to service and to sober **simplicity** of life..." (P8 L2)
Simplicity is formed by adding *-ity* to the adjective *simple*. The change to a noun makes this a class-changing derivation.
- p) "...his **abandonment** to God throughout his ministry..." (P8 L2)
Abandonment results from attaching *-ment* to the verb *abandon*. The word class shifts to noun, making it a class-changing derivation.
- q) "...his abandonment to God throughout his ministry..." (P8 L2)
Ministry is formed by adding *-ry* to the verb *minister*. This transformation from verb to noun is a class-changing derivation.
- r) "It is up to us to be docile listeners to his voice and faithful ministers of his plan of **salvation**..." (P9 L2)
Salvation is derived from the verb *save* with the addition of *-ion*. This is a class-changing derivation, changing the word to a noun.
- s) "...which with such **affection** and devotion has greeted and mourned its Shepherd..." (P10 L1)
Affection is formed by affixing *-ion* to the verb *affect*. This derivation changes the grammatical class to noun, making it class-changing.
- t) "...which with such affection and **devotion** has greeted and mourned its Shepherd..." (P10 L1)
Devotion is formed by adding *-ion* to the verb *devote*. This shift to noun form is a class-changing derivation.
- u) "We have seen the true grandeur of the Church, which is alive in the rich **variety** of her members..." (P10 L2)
Variety is derived by attaching *-ity* to the adjective *various*. This is a class-changing derivation, converting the adjective into a noun.
- v) "...in union with her one Head, Christ, "the shepherd and **guardian**" (1 Peter 2:25) of our souls." (P10 L2)

- Guardian* is formed from the verb *guard* with the addition of *-ian*. The transformation to noun makes this a class-changing derivation.
- w) "...our complete **commitment** to the path..." (P11 L1)
Commitment comes from the verb *commit* plus the suffix *-ment*. This is a class-changing derivation, resulting in a noun.
- x) "...in the Apostolic **Exhortation** *Evangelii Gaudium*..." (P11 L2)
Exhortation is created by adding *-ion* to the verb *exhort*. The grammatical class changes to noun, marking this as class-changing.
- y) "...the return to the primacy of Christ in **proclamation**..." (P11 L2)
Proclamation is formed by adding *-ion* to the verb *proclaim*. The result is a noun, making this a class-changing derivation.
- z) "...the missionary **conversion** of the entire Christian community..." (P11 L2)
Conversion is derived by attaching *-ion* to the verb *convert*. This verb-to-noun transformation qualifies as class-changing.
- aa) "...growth in **collegiality** and synodality..." (P11 L2)
Collegiality is formed by adding *-ity* to the adjective *collegial*. This is a class-changing derivation, shifting to noun form.
- bb) "...growth in collegiality and **synodality**..." (P11 L2)
Synodality is created by affixing *-ity* to the adjective *synodal*. The result is a noun, marking it as class-changing.
- cc) "...in its various components and **realities**." (P11 L2)
Reality (plural realities) is derived by adding *-ity* to the adjective *real*. This change to a noun is a class-changing derivation.
- dd) "...truth, justice, peace and **fraternity**..." (P12 L1)
Fraternity is formed by attaching *-ity* to the adjective *fraternal*. This is a class-changing derivation, producing a noun.
- ee) "...the life and **activity** of God's Family." (P12 L1)
Activity comes from the adjective *active* with the addition of *-ity*. The resulting noun marks a class-changing derivation.
- ff) "...in the context of the first great industrial **revolution**." (P13 L2)
Revolution is derived by adding *-ion* to the verb *revolve*. This verb-to-noun transformation is class-changing.
- gg) "...and to **developments** in the field of..." (P13 L3)
Development (plural developments) is formed by adding *-ment* to the verb *develop*. This is a class-changing derivation.
- hh) "...challenges for the **defence** of human dignity..." (P13 L3)
Defence is created by attaching *-ence* to the verb *defend*. The result is a noun, making this a class-changing derivation.
- ii) "...challenges for the defence of human **dignity**..." (P13 L3)
Dignity results from adding *-ity* to the adjective *dignified* or *dign*. This is a class-changing derivation, yielding a noun.
- jj) "...that Saint Paul VI expressed at the **inauguration** of his Petrine Ministry in 1963:" (P14 L1)
Inauguration is formed by adding *-ion* to the verb *inaugurate*. This is a class-changing derivation, shifting to noun form.

kk) "...paths of mutual **cooperation** and bless humanity abundantly..." (P14 L1)

Cooperation is created by combining the prefix *co-* and suffix *-ion* with the verb *operate*. The result is a noun, marking a class-changing derivation.

ll) "...paths of mutual cooperation and bless **humanity** abundantly..." (P14 L1)

Humanity is derived by adding *-ity* to the adjective *human*. This shift to noun form is a class-changing derivation.

mm) "...with the very **strength** of God..." (P14L1)

Strength is formed by affixing *-th* to the adjective *strong*. The result is a noun, making this a class-changing derivation.

nn) "...to be translated into **prayer** and commitment..." (P15 L1)

Prayer is created by adding *-er* to the verb *pray*. This is a class-changing derivation, turning a verb into a noun.

Verb Derivational

- a) "Your presence reminds me that the Lord, who has **entrusted** me with this mission..." (P6 L3)
Entrust is formed by adding the prefix *en-* to the noun *trust*, resulting in a verb. This is a class-changing derivation, as it converts a noun into a verb.
- b) "...in this essential and important **encounter**..." (P9 L3)
Encounter is derived by prefixing *en-* to the noun *counter*, forming a verb. This shift in grammatical category marks a class-changing derivation.
- c) "...we must guide and **accompany** all the holy People of God entrusted to our care." (P9 L3)
Accompany is created by adding the prefix *ac-* to the noun *company*. The resulting verb demonstrates a class-changing derivation.

Adjective Derivational

- a) "...both sad and **joyful**, providentially bathed in the light of Easter..." (P7 L1)
Joyful is derived by adding *-ful* to the noun *joy*. This is a class-changing derivation, turning a noun into an adjective.
- b) "In this perspective, we entrust to the '**merciful** Father and God of all consolation' (2 Cor 1:3)" (P7 L2)
Merciful is formed by attaching *-ful* to the noun *mercy*. The result is an adjective, marking a class-changing derivation.
- c) "It is up to us to be docile listeners to his voice and **faithful** ministers of his plan..." (P9 L2)
Faithful is created by adding *-ful* to the noun *faith*. This noun-to-adjective shift is a class-changing derivation.
- d) "...**mindful** that God loves to communicate himself..." (P9L2)
Mindful results from affixing *-ful* to the noun *mind*. This transformation into an adjective is a class-changing derivation.
- e) "...in this **essential** and important encounter..." (P9 L3)
Essential is formed by adding *-ial* to the noun *essence*. This is a class-changing derivation, as it changes the word class to adjective.
- f) "...in this essential and **important** encounter..." (P9 L3)
Important is derived by attaching *-ant* to the verb *import*. This verb-to-adjective formation is class-changing.
- g) "...to nourish with the sacraments of salvation and to make **fruitful** by our sowing the seed of the Word..." (P10 L3)
Fruitful is created by adding *-ful* to the noun *fruit*. The resulting adjective marks a class-changing derivation.
- h) "...so that, steadfast in one accord and **enthusiastic** in mission, she may press forward..." (P10 L3)
Enthusiastic is formed by adding *-ic* to the noun *enthusiasm*. This is a class-changing derivation, producing an adjective.
- i) "...to the path that the **universal** Church has now followed..." (P11 L1)

Universal is derived from the noun *universe* with the suffix *-al*. The shift to adjective is a class-changing derivation.

- j) "...in the **Apostolic** Exhortation *Evangelii Gaudium*..." (P11 L2)
Apostolic is formed by attaching *-ic* to the noun *apostle*. This derivation changes the word into an adjective, making it class-changing.
- k) "...the **missionary** conversion of the entire Christian community..." (P11 L2)
Missionary is created by adding *-ary* to the noun *mission*. This noun-to-adjective shift is a class-changing derivation.
- l) "...the missionary conversion of the entire **Christian** community..." (P11 L2)
Christian is formed by attaching *-ian* to the noun *Christ*. The result is an adjective, marking a class-changing derivation.
- m) "...especially in its most **authentic** and inclusive forms..." (P11 L2)
Authentic is derived from the noun *authent* by adding *-ic*. This is a class-changing derivation, producing an adjective.
- n) "...especially in its most authentic and **inclusive** forms..." (P11 L2)
Inclusive is formed by adding *-ive* to the verb *include*. This verb-to-adjective change is class-changing.
- o) "...**courageous** and trusting dialogue with the contemporary world..." (P11 L2)
Courageous is created by affixing *-ous* to the noun *courage*. The result is an adjective, making this a class-changing derivation.
- p) "...dialogue with the **contemporary** world..." (P11 L2)
Contemporary is formed from the noun base *contempora* with the suffix *-ary*. This results in an adjective, so it's a class-changing derivation.
- q) "...in his **historic** Encyclical *Rerum Novarum*..." (P13 L2)
Historic is derived by adding *-ic* to the noun *history*. This derivation shifts the word to adjective form, making it class-changing.
- r) "...in the context of the first great **industrial** revolution." (P13 L2)
Industrial is formed by adding *-ial* to the noun *industry*. The resulting adjective marks a class-changing derivation.
- s) "...in the field of **artificial** intelligence..." (P13 L3)
Artificial is created by affixing *-ial* to the noun *artifice*. This is a class-changing derivation, as it alters the word class to adjective.

Adverb Derivational

- a) "This has proved a great comfort to me in accepting a yoke **clearly** far beyond my own limited powers, as it would be for any of us." (P6 L2)
Clearly is formed by adding *-ly* to the adjective *clear*. This is a class-changing derivation, shifting the word to an adverb.
- b) "At this moment, both sad and joyful, **providentially** bathed in the light of Easter..." (P7 L1)
Providentially is derived by attaching *-ly* to the adjective *providential*. This adjective-to-adverb shift is a class-changing derivation..

- c) "...and most **recently** by Pope Francis himself." (P8 L2)
Recently is created by affixing *-ly* to the adjective *recent*. This change to an adverb is a class-changing derivation.
- d) "Pope Francis **masterfully** and concretely set it forth..." (P11 L2)
Masterfully is formed by adding *-ly* to the adjective *masterful*. This results in an adverb, marking a class-changing derivation.
- e) "Pope Francis masterfully and **concretely** set it forth..." (P11 L2)
Concretely is derived by affixing *-ly* to the adjective *concrete*. This is a class-changing derivation, forming an adverb.
- f) "...of all who **sincerely** seek truth, justice, peace and fraternity..." (P12 L1)
Sincerely is formed by attaching *-ly* to the adjective *sincere*. This is a class-changing derivation, converting it into an adverb.
- g) "...but **mainly** because Pope Leo XIII..." (P13 L2)
Mainly is created by adding *-ly* to the adjective *main*. This adjective-to-adverb shift is a class-changing derivation.
- h) "...and bless humanity **abundantly**..." (P14 L1)
Abundantly is produced by attaching *-ly* to the adjective *abundant*. The resulting adverb reflects a class-changing derivation.

CONCLUSION

This study has analysed the use of derivational affixes in Pope Leo XIV's Address of His Holiness to The College of Cardinals, with the goal of identifying the types and functions of derivational morphology in a formal religious speech. The analysis revealed a high frequency of class-changing derivation, particularly the formation of nouns from verbs and adjectives, such as in reflection, conversion, and gratitude. This indicates the speaker's preference for abstract and conceptual expressions, which is typical of ecclesiastical rhetoric. In contrast, class-maintaining derivations were found less frequently, though still present, as seen in words like enthusiasm and encyclical. Among the suffixes, *-tion*, *-ity*, and *-ly* were the most commonly used, supporting the observation that the speech heavily relies on nominal and adverbial forms to convey theological concepts, values, and actions. The most frequent prefixes, such as *co-*, *en-*, and *re-*, further highlight the emphasis on cooperation, continuity, and transformation within the Church's mission.

This research is limited to structural analysis, focusing only on identifying affixes and categorizing them by morphological pattern. It does not cover deeper semantic or rhetorical functions of the derived words in discourse. Future studies may expand this research by examining the pragmatic and stylistic roles of derivational affixes in similar formal contexts, or by comparing speeches across different papacies or religious traditions to observe patterns of affix usage and their rhetorical effects.

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