

ABSTRACT

Due to the fact that there is few in-depth studies focusing on textbooks of different curricula in Indonesia, this current study was conducted as an attempt to bridge the gap. The writer intends to compare gender inequality representation in two different curricula; those are the 1994 curriculum and 2013 curriculum to outline the gender representation differences of EFL textbooks before the Reformation era and after the Reformation era each of which is represented by EFL textbooks of the last curriculum of the era. It used a qualitative method focusing on multimodal texts (verbal and visual texts). Halliday's framework (2014) and Kress and Van Leeuwen's (2006) reading images' model were applied to verbal and visual discourse, respectively. The study revealed that gender representations were not only born from individual awareness but also depend on cultural, economic, social and environmental factors. The 1994 curriculum textbook was much influenced by the New Order, the sociopolitical system in Indonesia under Soeharto in which women allowed themselves to be printed following the culture of "joining their husbands" (Suryakusuma, 2011). Panca Dharma Wanita severely limits the movement of women with the domestication and depoliticization of women. The 2013 curriculum textbook, on the other hand, was influenced by the reform era in which the women's movement has come out of the shackling rules and dogmas made by the New Order although there is still a tendency of asymmetrical gender especially in the domestic sphere. This phenomenon happens due to the cultures and values manifested in the curriculum which then portrayed in the textbooks.

Keywords: *Gender inequality, multimodal, reformation era*